

**EVALUATION HANDBOOK
FOR
PROFESSIONAL
ALASKA (HB 465)
EDUCATORS**

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Introduction

Alaska's Quality Education Initiative seeks excellence in four areas: student achievement, professional performance, family involvement and school climate. HB 465, passed during the 1996 legislative session and signed into law by Governor Tony Knowles on May 18, 1996, is an important step in assuring the second of these: excellence in the ranks of the state's teachers and administrators.

The law touches upon several aspects of employment, including tenure and negotiations, but its most far-reaching provisions concern evaluations of certificated staff members. The law mandates school boards to adopt by July 1, 1997, an evaluation system which

- stems from professional performance standards
- incorporates information from all stakeholders—students, parents and community members, as well as education professionals—in the design and implementation
- collects information on performance from a variety of sources
- contains provisions for improvement of non-standard performance
- provides training for evaluators and evaluatees

Timelines in the legislation are extremely tight. Designing and installing an evaluation system which incorporates the above characteristics in the time allowed is a tall order for most districts. Recognizing this, the Department of Education and the Association of Alaska School Boards co-sponsored the Professional Evaluation Project Committee to help districts implement the provisions of HB 465. These organizations, were joined by representatives of Alaska Council of School Administrators, NEA-Alaska and the Alaska Parent Teachers Association and met several times between June and December, 1996, to discuss implications of the law, propose professional performance standards, identify resources available to districts and explore “best practices” in education professional evaluation.

At the request of the committee, the Department assembled information on certificated employee evaluation from around the state and the nation. This *Handbook* and the accompanying Evaluation Resource Kit compile and synthesize this information and present it in a manner which can be immediately useful to districts as they revise, modify and strengthen existing evaluation systems to meet the new requirements.

A. Professional Evaluation Project Committee

The committee membership is as follows:

Name	Name
Carl Rose, Executive Director Alaska Association of School Boards	Joan Carrigan, Principal/Teacher Yukon/Koyukuk School District
Sharon Young, Associate Director AASB	Marti Hughes, Parent Anchorage
Lori Henry , Director of Membership Services, AASB	Linda Joule, Parent (alternate) Kotzebue
Marilyn Leahy, Board Member Valdez City Schools	Terry McDermott, Parent Anchorage
Kathy Gillespie, Board Member Anchorage Schools	Mardene Collins, Teacher (alternate) Mat-Su Borough Schools
Richard Mauer, Board Member Delta/Greely Schools	Bonnie Barber, Teacher Fairbanks North Star Borough Schools
Walt Bromenshenkel, Superintendent Kenai Peninsula Borough Schools	Lucy Hope, Teacher Mat-Su Borough Schools
Mary Rubadeau, Superintendent Juneau Borough Schools	Rita Davis, Teacher Mat-Su Borough Schools
Bruce Johnson, Superintendent Kodiak Island Borough Schools	Mark Jones, NEA/Alaska Anchorage
Fredi Buffmire, Principal (alternate) Fairbanks North Star Borough Schools	Shirley Halloway, Commissioner Alaska Department of Education
Andre Layral, Principal Fairbanks North Star Borough Schools	Marjorie Menzi, Education Specialist Alaska Department of Education

Two committee members visited the Center for Research on Educational Accountability and Teacher Evaluation (CREATE) at Western Michigan University and attended the 5th Annual National Evaluation Institute in Bethesda, Maryland. As a result of these visits, the committee invited CREATE staff to provide on-site training on the personnel evaluation standards and metaevaluation—the evaluation of an evaluation system.

Members met with their respective constituents between committee meetings to share information and to obtain feedback. They also gave presentations on HB 465 and the work of the Professional Evaluation Project Committee at the various professional association meetings held in Fall, 1996. Members continue to be available to districts

and the professional associations for assistance in implementing the law and regulations. Mail and e-mail addresses and phone numbers of the committee members are found in the Resources section of this manual.

The committee also reviewed many of the materials developed by CREATE, including the Teacher Evaluation Kit on CD-ROM. The Department has purchased one kit for each district and is distributing it with this *Handbook*. Other print evaluation resources have been collected in a Evaluation Resource Kit, which is available on loan from the Department of Education.

B. About The *Handbook*

This *Handbook* is based on several premises. First, much work has been done nationwide in recent years concerning professional standards and evaluation. Educators know a great deal about effective practices—what works and what doesn’t. Second, many Alaskan districts have at least elements of an evaluation system in place and are willing to share with and learn from others. Districts don’t need to reinvent the wheel, although they may want to modify practices to suit local conditions. Third, no system is complete as adopted. Although school districts must have a system in place by July 1, 1997, revisions of and additions to the system are natural. In fact, HB 465 requires periodic system review by “students, parents, community members, classroom teachers, affected bargaining units and administrators.” As these reviews take place, districts will find ways to bring their systems ever closer to “best practice.”

The *Handbook* contains the following sections:

Legal Requirements—What do districts need to do and when do they need to do it?

- The Law
- Performance Standards Regulations
- Timeline

Evaluation Program Standards—What does a valid, quality evaluation program look like?

- National Professional Evaluation Standards

System Components—What processes and techniques should be included?

- Model School Board Policy
- Local Performance Standards
- Model Design Processes
- Evaluation Data Sources and Processes
 - Teachers
 - Specialists
 - Administrators
- Improvement Plans
- New Teacher Support
- Community Involvement

Evaluator and Evaluatee Training—What do participants need to know about the system?
Evaluator In-Service Agendas
Evaluatee In-Service Agendas

Resources—Where can I go for additional information and/or assistance?

The section on System Components makes up the bulk of the *Handbook*. In this section users are exposed to:

- required elements—the conditions (if any) set forth in law or statute concerning the component, which districts must meet at a minimum
- “best practice”—a discussion on what research and expert opinion suggest is the ideal situation
- practical examples—materials showing how districts have gone about implementing the component or practice in real-life conditions
- sources of additional information about the practice or topic discussed

The *Handbook* contains information on techniques and components which are not required by law, such as teacher self-evaluation and new teacher support. These components are provided to assist districts in exploring aspects of evaluation beyond the minimum requirements. This information may be helpful in the design of the initial system or in refining that system once it becomes operational. All required components are identified as such.

The materials from school districts presented as practical examples are for informational purposes only. Readers are cautioned that the Department of Education has not reviewed these materials against the specific requirements of HB 465. A district should review the examples closely before adopting any of the materials to ascertain compliance with HB 465, state regulations and local conditions.

In some cases, however, the *Handbook* does contain sample forms which districts are encouraged to use. These recommended forms are intended to assist districts review their current evaluation systems against state requirements and/or national standards. The *Handbook's* three-hole notebook format facilitates reproduction of these sample forms.

Legal Requirements

This section spells out what districts need to do and when they need to do it. These school district legal responsibilities stem from HB 465 itself and from the accompanying regulations adapted by the State Board of Education.

Key components of the law with respect to employee evaluation are:

- inclusion of students, parents and community members as well as district staff in the design and review of the evaluation system
- adoption of local performance standards based on state standards
- observation of the employee in his/her workplace at designated frequencies
- opportunity for students, parents and community members to comment on the performance of teachers and administrators
- preparation of plans of improvement for employees performing below local standards
- training for district staff involved in the evaluation system
- linking attainment of tenure to acceptable performance of local standards

Local performance standards must by law be based on “performance standards adopted by the department by regulation” [AS 14.20.149(1)]. The State Board adopted regulations spelling out these standards for both teachers and administrators in January, 1997.

The adopted standards describe the “content and performance standards that reflect the highest abilities and qualities of the teaching profession.” (4 AAC 04.200). Each standard contains two parts:

- content—a “should” statement describing a desirable trait; and
- performance—actions or activities which reflect attainment of the trait.

According to the regulations, districts are to base their local performance standards on the “performance” portion of the state standard. Examples of how districts may move from state to local standards are provided in the System Components section of this *Handbook*.

At present, the performance standards are the only regulations to be adopted. As the new systems are implemented, further clarification of the law through regulation may take place.

The full text of the law can be found in Chapter 31, SLA 1996 and has been distributed to districts by the Alaska Association of School Administrators. The Department of Education has distributed copies of the performance standard regulations. Sections of the law relating to evaluation and the complete regulations are reproduced on the following pages.

A. HB 465

AN ACT relating to employment of teachers and school administrators and to public school collective bargaining; and providing an effective date

EMPLOYEE EVALUATION

Sec. 4 AS 14.20 is amended by adding a new section to read:

Sec. 14.20.149. **EMPLOYEE EVALUATION.** (a) A school board shall adopt by July 1, 1997, a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

(1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;

(2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;

(3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;

(4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

(5) require the school district to perform an annual evaluation for each administrator;

(6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170 (a); and

(7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under AS 14.20.175 (b)(1).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the systems.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under AS 09.25.

However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information.

ACQUISITION OF TENURE RIGHTS

Sec. 5. AS 14.20.150 is repealed and reenacted to read:

Sec. 14.20.150. ACQUISITION OF TENURE RIGHTS. (a) Except as provided in (c) or (d) of this section, a teacher acquires tenure rights in a district when the teacher

- (1) possesses a valid teaching certificate that authorizes the teacher to be employed as a certificated teacher or as an administrator under regulations adopted by the department;
- (2) has been employed as a teacher in the same district continuously for three full school years;
- (3) receives, in the third year of any three-year period of continuous employment with the district, an evaluation under the district's evaluation system stating that the teacher's performance meets the district performance standards; and
- (4) on or before October 15 of the school year,
 - (A) accepts a contract for employment as a teacher in the district for a fourth consecutive school year; and
 - (B) performs a day of teaching services in the district during that school year

REMOVAL OF INCOMPETENCY

Sec. 9 AS14.20.175(b) is amended to read:

(b) A teacher who has acquired tenure rights is subject to non-retention for the following school year only for the following causes:

- (1) the school district demonstrates that
 - (A) the district has fully complied with the requirements of AS 14.20.149 with respect to the tenured teacher;
 - (B) the teacher's performance, after the plan of improvement, failed to meet the performance objectives set out in the plan; and
 - (C) the evaluation of the teacher established that the teacher does not meet the district performance standards;
- (2) immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulation or bylaws of the department, the bylaws of the district, or the written rules of the superintendent.

B. 4 AAC 14.200

4 AAC 04.200 is repealed and readopted to read:

4 AAC 04.200 Professional Content and Performance

(a) This chapter identifies and describes content and performance standards that reflect the highest abilities and qualities of the teaching profession. The paragraphs describe the content standards for teachers and administrators. The subparagraphs identify performance standards upon which districts shall base their district performance standards as required by AS 14.20.149(b).

(b) The following content and performance standards apply to a teacher:

(1) A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Performances that reflect attainment of this standard include

(A) engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching and assessment practice to current trends, strategies and resources in the teaching profession; and

(B) demonstrating consistency between a teacher's beliefs and the teacher's practice.

(2) A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice. Performances that reflect attainment of this standard include

(A) accurately identifying and teaching to the developmental abilities of students; and

(B) applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style.

(3) A teacher teaches students with respect for their individual and cultural characteristics. Performances that reflect attainment of this standard include

(A) incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;

(B) identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and

(C) appropriately applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials and resources.

(4) A teacher knows the teacher's content area and how to teach it. Performances that reflect attainment of this standard include

(A) demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts and connections to other domains of knowledge;

(B) identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess the stage of

learning of student in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;

(C) drawing from a wide repertoire of strategies, including , where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;

(D) connecting the content area to other content areas, and to practical situations encountered outside the school; and

(E) staying current in the teachers' content area and demonstrating its relationship with and application to classroom activities, life, work and community.

(5) A teacher facilitates, monitors and assesses student learning.

Performances that reflect attainment of this standard include

(A) organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;

(B) creating, selecting, adapting and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;

(C) creating, selecting, adapting and using a variety of assessment strategies that provide information about and reinforce student learning, and that assist students in reflecting on their own progress;

(D) organizing and maintaining records on students' learning, and using a variety of methods to communicate student progress to students, parents, administrators and other appropriate audiences; and

(E) reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

(6) A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. Performances that reflect attainment of this standard include

(A) creating and maintaining a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively;

(B) communicating high standards for student performance and clear expectations of what students will learn;

(C) planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and

(D) assisting students in understanding their role in sharing responsibility for their learning.

(7) A teacher works as a partner with parents, families and with the community. Performances that reflect attainment of this standard must include

(A) promoting and maintaining regular and meaningful communication between the classroom and student families;

(B) working with parents and families to support and promote student learning;

(C) participating in schoolwide efforts to communicate with the broader community and involve parents and families in student learning;

(D) connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community; and

(E) involving parents and families in setting and monitoring student learning goals.

(8) A teacher participates in and contributes to the teaching profession.

Performances that reflect attainment of this standard include

(A) maintaining a high standard of professional ethics;

(B) maintaining and updating both knowledge of the teacher's content area(s) and best teaching practice;

(C) engaging in instructional development activities to improve the quality of, or update classroom, school or district programs; and

(D) communicating, working cooperatively and developing professional relationships with colleagues.

(c) In addition to the content and performance standards set out in (b) of this section, the following content and performance standards apply to an administrator in the public schools:

(1) An Administrator provides leadership for an educational organization.

Performances that reflect attainment of this standard include

(A) working with and through individuals and groups;

(B) facilitating teamwork and collegiality, including treating staff as professionals;

(C) providing direction, formulating plans and goals, motivating others and supporting the priorities of the school in the context of community and district priorities and staff and student needs;

(D) focusing on high priority issues related to student learning and staff competence;

(E) recognizing and acknowledging outstanding performance;

(F) solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, district goals and procedures;

(G) prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating and allocating resources sufficiently and to priority goals;

(H) taking action to carry out plans and accomplish goals; and

(I) maintaining own professional goals.

(2) An administrator guides instruction and support an effective learning environment. Performances that reflect attainment of this standard include

(A) supporting the development of a schoolwide climate of high expectations for student learning and staff performance;

(B) ensuring that effective instructional methods are in use;

(C) maintaining school or program-level records of student learning, and communicating students' progress;

- (D) developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and
 - (E) facilitating the establishment of effective learning environments.
- (3) An administrator oversees the implementation of standards-based curriculum. Performances that reflect attainment of this standard include
- (A) demonstrating knowledge of current major curriculum design models;
 - (B) interpreting school district curricula in terms of school-level organization and program;
 - (C) facilitating staff's alignment of materials, curricula, methods, goals and standards for student performance;
 - (D) monitoring social and technological developments as they affect curriculum.
- (4) An administrator coordinates services which support student growth and development. Performances that reflect attainment of this standard include
- (A) implementing and overseeing student behavior and discipline procedures which promote the safe and orderly atmosphere of the school;
 - (B) providing for student guidance, counseling and auxiliary services;
 - (C) coordinating outreach for students, staff and school programs community organizations, agencies and services;
 - (D) being responsive to parent and family requests for information, involvement in student learning and outreach assistance;
 - (E) supporting the development and use of programs which connect schooling with plans for adult life; and
 - (F) supporting the development and overseeing the implementation of a comprehensive program of student activities.
- (5) An administrator provides for staffing and professional development to meet student learning needs. Performances that reflect attainment of this standard include
- (A) supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply , as appropriate, both collegial and hierarchical models;
 - (B) working with faculty and staff to identify individual and group professional needs and design appropriate staff development opportunities;
 - (C) evaluating staff for the purpose of making recommendations about retention and promotion; and
 - (D) participating in the hiring of new staff based upon needs of the school and district priorities.
- (6) An administrator uses assessment and evaluation information about students, staff and the community in making decisions. Performances that reflect attainment of this standard include
- (A) developing tools and processes to gather needed information from students, staff and the community;

- (B) using information to determine whether student, school or program goals have been met and implementing changes where appropriate;
 - (C) interpreting assessment information and evaluations for others;
 - and
 - (D) relating programs to desired standards or goals.
- (7) An administrator communicates with diverse groups and individuals with clarity and sensitivity. Performances that reflect attainment of this standard include
- (A) communicating clearly, effectively and with sensitivity to the needs and concerns of others, both orally and in writing;
 - (B) obtaining and using feedback to communicate more effectively;
 - (C) recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and
 - (D) communicating a positive image of the school in the community.
- (8) An administrator acts in accordance with established laws, policies, procedures and good business practices. Performances that reflect attainment of this standard include
- (A) acting in accordance with federal and state laws and regulations;
 - (B) working within local policy, procedures and directives; and
 - (C) administering contracts and financial accounts responsibly, accurately, efficiently and effectively.
- (9) An administrator understands the influence of social, cultural, political and economic forces on the educational environment, and uses this knowledge to serve the needs of children, families and communities. Performances that reflect attainment of this standard include
- (A) acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
 - (B) identifying relationships between public policy and education;
 - (C) recognizing the appropriate level at which an issue should be resolved, including home, classroom, building and district levels, and taking appropriate action;
 - (D) engaging in and supporting efforts to affect public policy that will promote quality education for students;
 - (E) addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and
 - (F) enlisting public participation in and support for school programs, student achievement and the schoolwide climate for learning.
- (10) An administrator facilitates the participation of parents and families as partners in the education of children. Performances that reflect attainment of this standard include

(A) supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community's diversity;

(B) ensuring that teachers and staff engage parents and families in assisting student learning;

(C) maintaining a school or program climate which welcomes parents and families and invites their participation; and

(D) involving parents and community in meaningful ways in school or program decisionmaking.

(d) Nothing in this section requires an educator to disclose information or communicate about students to others if disclosure or communication is otherwise prohibited by law.

4 AAC 04 is amended by adding a new section to read:

4 AAC 04.205. DISTRICT PERFORMANCE STANDARDS. (a) District performance standards required under AS 14.20.149(b)(1) shall be based on the standards set out at 4 AAC 04.200.

(b) A district must establish performance standards for each of the professional content standards set out at 4 AAC 04.200. In establishing its performance standards, a district must discuss each of the performance standards set out at 4 AAC 04.200 that reflect attainment of each professional content standard. A district may

(1) establish a performance standard set out at 4 AAC 04.200 as one of its performance standards;

(2) modify a performance standard set out at 4 AAC 04.200 to accommodate district goals and priorities;

(3) combine performance standards set out at 4 AAC 04.200 to create broader performance standards; and

(4) provide additional or alternative performance standards to accommodate district goals and priorities.

(c) A district's evaluation system may

(1) provide a variety of assessment strategies;

(2) recognize a variety of evidence of performance of a standards; and

(3) recognize a variety or continuum of levels of skill acquisition and require more experienced educators to perform at higher levels of performance than less experienced educators.

(d) Performance standards should be interpreted and applied in the context of the job requirements of the educator being evaluated.

(e) In addition to establishing performance standards, a district's employee evaluation system must meet all other requirements under AS 14.20.149.

C. Timeline

To meet the requirements of HB 465, districts must adhere to the following timeline:

Before July 1, 1997	1997-98 School Year	Subsequent School Years
establish district performance standards based on state regulation	conduct training for evaluators	conduct training for evaluators <i>new to the system</i>
gather information from students, parents, community members, classroom teacher, affected bargaining units and administrators concerning evaluation system design	provide in-service training for certificated employees who are subject to the evaluation system	provide in-service training for certificated employees who are subject to the evaluation system
design the system based on district standards and stakeholder input	observe each non-tenured teacher at least two times	observe each non-tenured teacher at least two times
adopt the system by school board resolution	evaluate each tenured teacher at least once	evaluate each tenured teacher at least once, <i>unless the district has adopted a two-year evaluation cycle for tenured teachers who consistently exceed the district performance standards</i>
	evaluate each administrator with the exception of the superintendent	evaluate each administrator with the exception of the superintendent
	prepare and implement a plan of improvement for each teacher or administrator whose performance does not meet district standards ¹	prepare and implement a plan of improvement for each teacher or administrator whose performance does not meet district standards ¹
		observe any teacher/administrator on a plan of improvement at least twice
		assess performance standard of any third-year teacher to determine tenure status
		periodically review employee evaluation system with all stakeholders

¹ If a teacher or administrator's performance warrants immediate dismissal under AS 14.20.170(a), a plan of improvement is not required.

Standards for Evaluation Programs

This section seeks to help districts answer the question, “What does a valid, quality evaluation program look like?” And, it is important that districts ask this question. Without attention to validity, a program cannot be defended to employees or the community. Without attention to the quality of the evaluation system, the potential for school improvement contained in HB 465 will be compromised.

Fortunately, there has been a great deal of recent activity nationwide to help districts answer this question. Recent publications, such as Kenneth Peterson’s *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices* (included in the Resource Kit) summarize for practitioners much of the research findings on evaluation. The Center for Research on Educational Accountability and Teacher Evaluation (CREATE) at Western Michigan University has extensive theoretical and practical resources available for both teacher and administrator evaluation. Full-text of many of the Center’s publications are contained in the CD-ROM included with this *Handbook*. Finally, the Joint Committee on Standards for Educational Evaluation, a group representing fourteen professional education associations, has completed and published its work on Personnel Evaluation Standards. These standards are recognized by the American National Standards Institute as the authorized standards for educational systems.

The Personnel Evaluation Standards, reproduced below as well as in the pocket-sized fold-out accompanying this *Handbook*, represent a major resource to districts as they seek to meet the requirements of the new statute. As a first step in the process, districts are urged to assess their current evaluation system against these standards. Examples of how districts can use these standards in analyzing their own evaluations systems are found in the System Component section of this *Handbook*.

The standards are broken out in four categories—propriety, utility, feasibility and accuracy—each highlighting a particular characteristic of a sound system.

Personnel Evaluation Standards²

PROPRIETY STANDARDS

Summary of the Standards

Propriety Standards The Propriety Standards require that evaluations be conducted legally, ethically, and with due regard for the welfare of evaluatees and clients of the evaluations.

P1 Service Orientation Evaluations of educators should promote sound education principles, fulfillment of institutional missions, and effective performance of job responsibilities, so that the educational needs of students, community, and society are met.

² Joint Committee on Standards for Education Evaluation, Dr. James Sanders, Chair. Used with permission.

P2 Formal Evaluation Guidelines Guidelines for personnel evaluations should be recorded in statements of policy, negotiated agreements, and/or personnel evaluation manuals, so that evaluations are consistent, equitable, and in accordance with pertinent laws and ethical codes.

P3 Conflict of Interest Conflicts of interest should be identified and dealt with openly and honestly, so that they do not compromise the evaluation process and results.

P4 Access to Personnel Evaluation Reports Access to reports of personnel evaluation should be limited to those individuals with a legitimate need to review and use the reports, so that appropriate use of the information is assured.

P5 Interactions with Evaluatees The evaluation should address evaluatees in a professional, considerate, and courteous manner, so that their self-esteem, motivation, professional reputations, performance, and attitude toward personnel evaluation are enhanced or, at least, not needlessly damaged.

UTILITY STANDARDS

Summary of the Standards

Utility Standards The Utility Standards are intended to guide evaluations so that they will be informative, timely, and influential.

U1 Constructive Orientation Evaluations should be constructive, so that they help institutions to develop human resources and encourage and assist those evaluated to provide excellent service.

U2 Defined Uses The users and the intended uses of a personnel evaluation should be identified, so that the evaluation can address appropriate questions.

U3 Evaluator Credibility The evaluation system should be managed and executed by persons with the necessary qualifications, skills, and authority, and evaluators should conduct themselves professionally, so that evaluation reports are respected and used.

U4 Functional Reporting Reports should be clear, timely, accurate, and germane, so that they are of practical value to the evaluatee and other appropriate audiences.

U5 Follow-Up and Impact Evaluations should be followed up, so that users and evaluatees are aided to understand the results and take appropriate actions.

FEASIBILITY STANDARDS

Summary of the Standards

Feasibility Standards The Feasibility Standards call for evaluation systems that are as easy to implement as possible, efficient in their use of time and resources, adequately funded, and viable from a number of other standpoints.

F1 Practical Procedures Personnel evaluation procedures should be planned and conducted so that they produce needed information while minimizing disruption and cost.

F2 Political Viability The personnel evaluation system should be developed and monitored collaboratively, so that all concerned parties are constructively involved in making the system work.

F3 Fiscal Viability Adequate time and resources should be provided for personnel evaluation activities, so that evaluation plans can be effectively and efficiently implemented.

ACCURACY STANDARDS

Summary of the Standards

Accuracy Standards The accuracy standards require that the obtained information be technically accurate and that conclusions be linked logically to the data.

A1 Defined Role The role, responsibilities, performance objectives, and needed qualifications of the evaluatee should be clearly defined, so that the evaluator can determine valid assessment data.

A2 Work Environment The context in which the evaluatee works should be identified, described, and recorded, so that environmental influences and constraints on performance can be considered in the evaluation.

A3 Documentation of Procedures The evaluations procedures actually followed should be documented, so that the evaluatees and other users can assess the actual, in relation to intended, procedures.

A4 Valid Measurement The measurement procedures should be chosen or developed and implemented on the basis of the described role and the intended use, so that the inferences concerning the evaluatee are valid and accurate.

A5 Reliable Measurement Measurement procedures should be chosen or developed to assure reliability, so that the information obtained will provide consistent indications of the performance of the evaluatee.

A6 Systematic Data Control The information used in the evaluation should be kept secure, and should be carefully processed and maintained, so as to ensure that the data maintained and analyzed are the same as the data collected.

A7 Bias Control The evaluation process should provide safeguards against bias, so that the evaluatee's qualifications or performance are assessed fairly.

A8 Monitoring Evaluation Systems The personnel evaluation system should be reviewed periodically and systematically, so that appropriate revisions can be made.

System Components

This section of the *Handbook* helps districts determine what processes and techniques must or should be included in their local evaluation systems. It contains information on:

- School Board Policy
- Local Performance Standards
- Model Design Processes
- Evaluation Processes and Data Sources
- Improvement Plans
- New Teacher Support
- Community Involvement

Topics are considered in relation to

- required elements—the conditions (if any) set forth in law or statute concerning the component, which districts must meet at a minimum
- “best practice”—a discussion on what research and expert opinion suggest is the ideal situation
- practical examples—materials showing how districts have gone about implementing the component or practice in real-life conditions
- sources of additional information about the practice or topic discussed

In addition to information from Alaskan school districts, the Department collected sample district materials from presenters at the 1996 National Evaluation Institute. Both of these sources were used to develop the practical examples given in the subsections. Districts are reminded that these examples are presented for informational purposes only. The Department does not attest that any of the included forms or processes fully meet the requirements of the statute and regulations. Permission has been granted by the appropriate Alaskan and out-of-state districts for reproduction of the materials included.

If sample forms are suggested for district use in reviewing their current evaluation system, they are provided at the end of each sub-section.

A. School District Policy

What is required?

A school board must adopt the district's evaluation system [AS 14.20.149(a)].

What is "best practice"?

The Association of Alaska School Boards has drafted a model policy on evaluation which contains the required elements. Districts may adopt the policy as drafted.

Certificated Personnel

BP 4115

EVALUATION/SUPERVISION

The School Board believes that evaluations can provide important information relevant to making employment decisions and can help staff improve their teaching skills and raise student achievement levels. In accordance with the certificated employee evaluation system adopted by the School Board as required by law, the Superintendent or designee shall evaluate the effectiveness of certificated personnel annually.

(cf. 4116 - Probationary/Permanent Status)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Non-retention)

(cf. 4315.1 - Competence in Evaluation of Teachers)

Legal Reference:

ALASKA STATUTES

14.20.149 Employee Evaluation

23.40.070 Declaration of Policy (PERA)

ALASKA ADMINISTRATIVE CODE

4 AAC 19.0010 - 4 AAC 19.060 Evaluation of Professional Employees

What are some examples of actual school district policies?

Some school districts provide a more detailed rationale for the evaluation system, linking policy to district mission and a set of beliefs or principles, as indicated in the following examples.

Juneau School District Policy
EVALUATION OF CERTIFICATED PERSONNEL

The Board of Education recognizes that the evaluation of the performance of certificated personnel is essential to the achievement of the educational goals of this district. The purpose of a program of evaluation will be to promote professional excellence and improve the quality of instruction, facilitate student learning and growth, and provide a basis for the review of certificated personnel performance. The Board will provide leadership, adequate resources for supervision and professional development. time for the proper conduct of evaluations, and time for inservice training.

The performance of certificated personnel shall be evaluated at least once in each contract year for demonstration of teaching or administrative skills and techniques; for sound interpersonal working relationships with students, parents, and colleagues; and for the ability to work toward the educational goals of the Board of Education. Standards for performance must be measurable and relevant to the teacher's duties and responsibilities. The final evaluation will include information from formal observations of the teacher's performance as well as other sources including but not limited to: informal observations, interpersonal interactions, professional feedback, and written materials. Teachers may request additional observations to be conducted by administrators or peers if desired.

Evaluating supervisors are directed to make every effort to assist teachers in the remediation of deficiencies disclosed in the evaluation process and may conduct additional evaluations for teachers who are inexperienced or marginally competent. Supervisors should recognize that the purposes of this policy cannot be realized by evaluations that do not record the weaknesses as well as the strengths of teachers. Assessments that are less than candid serve neither the professional growth of the teachers nor the interest of the district in building a staff of highly competent. well-trained personnel.

The performance evaluation will become a part of the teacher's permanent file and will not be considered a public document and will be kept in a locked file in the personnel office. Only the employee, supervisory personnel or others with permission of the Superintendent or his/her designee will have access to the evaluation information.

4 AAC 19.010-60

Adopted 1 2/4/84
Revised 12/4/90

(DRAFT)

Thompson School District
(Loveland, Colorado)
EVALUATION AND SUPERVISION PROCESS

District Mission Statement

In partnership with the community, the Thompson Schools will educate all students to assume their current and future responsibilities as individuals, citizens and members of the work force (adopted by the Board of Education, November 1995)

Evaluation and Supervision Belief Statement

The Board of Education, administration, staff and parents are committed to providing and maintaining the best possible education for our students. An important indicator of an excellent educational program is the competence and professionalism of the district's instructional staff. The district recognizes that the instructional process is extremely complex, and the appraisal of the educator's performance is a challenging endeavor but critical to the educational goals, achievement, and well-being of our students.

Beliefs

The School Professional Evaluation and Supervision Process should

- focus on the enhancement of student achievement and well-being
- foster more communication and a positive professional relationship between the evaluator and the school professional
- depend on established performance standards for instruction and professionalism
- facilitate the continuous growth of Thompson School District educators
- recognize the high percentage of Thompson educators who are performing at or above current expected levels of performance
- reflect that through their careers educators achieve different performance levels
- recognize that some educators reach an autonomous level in their desire to grow professionally
- function as an important part of the systematic improvement of instruction and aid in making employment decisions
- reflect current legislative regulations including licensure, standards and evaluation³

³ Thompson School District, *School Professional Evaluation Handbook*, January, 1996 (Draft). Used with permission.

Where can I get more information?

The Association of Alaska School Boards and/or your school attorney are the best sources of information concerning an appropriate School Board policy on evaluation of certificated personnel.

B. Local Standards

What is required?

School districts must “establish district performance standards for the district’s teachers and administrators that are based on professional performance standards adopted by the department [of Education] by regulation.” [AS 14.20.149(b)(1)]

Department of Education regulations (4 AAC 14.200) set out “content and performance standards that reflect the highest abilities and qualities of the teaching profession. The paragraphs describe the content standards for teachers and administrators. The subparagraphs identify performance standards upon which districts shall base their performance standards.” The regulations further provide that a district’s evaluation system may

- provide a variety of assessment strategies;
- recognize a variety of evidence of performance of a standards; and
- recognize a variety or continuum of levels of skill acquisition and require more experienced educators to perform at higher levels of performance than less experienced educators.

Districts are reminded that performance standards should be interpreted and applied in the context of the job requirements of the educator being evaluated.

What is best practice?

Literature on evaluation identifies several ways in which an evaluation system can be structured, such as job duties and performance standards. Although there are lively debates concerning the best structure to use, the choice of performance standards has been made for Alaska by state law.

Within the constraints of the law, districts can approach setting local standards in two ways. If the district currently does not have standards, a reasonable approach might be to convene a representative group to review the state standards and to suggest modifications and additions to meet local conditions. In setting up the review committee, the district should keep in mind that the legislation requires opportunities for participation across a broad range of interests. At the very least, representatives of employees to be evaluated by the standards must be involved in establishing local standards.

According to the regulations (4 AAC 04.205 (b)), a district must discuss each of the performance standards set out at 4 AAC 04.200. In setting its local standards, a district may

- (1) establish a performance standard set out at 4 AAC 04.200 as one of its performance standards;
- (2) modify a performance standard set out at 4 AAC 04.200 to accommodate district goals and priorities;
- (3) combine performance standards set out at 4 AAC 04.200 to create broader performance standards; and
- (4) provide additional or alternative performance standards to accommodate district goals and priorities.

Districts should recognize that the terms *areas of responsibility*, *duties*, *performance standards* and *performance indicators*, while treated as distinct in the literature, are often in practice almost interchangeable. Therefore, before a district concludes that it does not have standards at present, it should look to the areas for evaluation in its current evaluation system. In some cases, these areas, whatever they have been termed, may address a portion if not all of the state's standards.

If a district already has established standards, these will need to be reviewed to assure congruence with state standards. Some benefits may accrue from reconvening the group responsible for the development of the original standards, if possible, since this group should be able to come up to speed quickly. If a new group is required, districts should take care to have at a minimum representatives of the parties involved in the original effort. The group should recommend modifications of and/or additions to local standards, as necessary, to bring them into compliance with state requirements.

A check list is provided at the end of this section for district use in documenting the linkage between local teacher evaluation areas and state standards. A similar form is provided for administrator standards in the section on Evaluation of Administrators in this *Handbook*.

What are some examples of actual school district performance standards?

Several Alaska school districts have already established local performance standards for teachers, administrators and/or specialist personnel. Since these standards were developed before state regulations were adopted, they do not necessarily meet all of the current requirements. However, they indicate alternative ways in which a district might organize its own local standards.

Three sets of sample teacher standards are provided in the following pages. Sample administrator and specialist standards are found in the sections on Specialist Evaluation and Evaluation of Administrators in this *Handbook* of the manual. Following the sample teacher performance standards are two examples of how a comparison between current and required standards could be made using the checklist included in this *Handbook*.

Matanuska-Susitna School District
TEACHER PERFORMANCE STANDARDS

1. Knowledge Of Subject

- Relates content, concepts and skills to life applications.
- Organizes content which encourages higher level thinking skills.
- Uses wide variety of up to date learning materials beyond the text that enhance and extend learning.
- Makes purpose of lesson clear to students and activities directly relate to the purpose.
- Responds to student questions and refers to sources of information.

2. Planning And Use Of Instructional Objectives

- Establishes clear and appropriate instructional objectives for student population.
- Establishes outcomes and clearly communicates them to students.
- Aligns outcomes with District curriculum or I.E.P. Provides models and guidelines of excellent work (benchmarks).
- Provides multiple opportunities for students to be successful.

3. Effectiveness of Instructional Techniques

- Encourages student discovery (student centered).
- Provides opportunities for students to apply higher level thinking to real-life situations or simulations.
- Uses adapted methods and materials based on current and effective research.
- Provides appropriate pace and sequence of learning activities for varying needs and rates of learning.

4. Assessment Of Student Progress

- Aligns assessment tools to instructional objectives, and appropriate for student population.
- Communicates criteria for assessment to students.
- Provides continued feedback to students in a positive manner.
- Provides feedback through methods and materials that are free of bias and/or discrimination.
- Provides multiple and varied opportunities for students to demonstrate accomplishment of objectives/outcomes.

5. Classroom/Office Management

- Organizes classroom to meet varying instructional groupings, experiences, and needs of learners.
- Manages materials and space effectively for attainment of student outcomes and creates a positive bias-free environment.
- Clearly establishes routines and responsibilities.
- Maintains accurate and up to date records

6. Interaction With Learners

- Shows respect, warmth, trust, and concern for students.
- Is sensitive and responsive to students' needs.
- Respects diversity within the classroom.
- Disciplines students in a dignified, fair, positive manner. Uses varied grouping techniques with stated outcomes.
- Provides opportunity for student choice with effective balance between exercising rights and accepting responsibility.
- Provides an atmosphere conducive to active listening and engaged learning.
- Encourages inquiry from all learners.
- Integrates community resources into the classroom.

7. Professional Growth

- Participates in opportunities for professional growth (conferences, courses, workshops, reading, institute, support group, committees).

8. Professional Relationships

- Works cooperatively with members of the school staff, parents, students, and district personnel. Recognizes problems and adjusts proactively.
- Is open to discussion and feedback, considers alternatives, and implements rational change.

9. Meets Obligations

- Follows school and district procedures correctly in a timely manner (i.e., attendance reports, lesson plans, parent conferences, educational plans, etc.).
- Consistently maintains accurate and up to date records.

Kenai Peninsula School District
EVALUATION INDICATORS AND STANDARDS/TEACHERS

Definition of Areas to be Evaluated

The following are definitions of the areas of performance in which teachers of the Kenai Peninsula Borough School District will be evaluated. The definitions are designed to communicate to the evaluator and evaluatee, a general understanding of the type of performance expected of teachers in the District.

1. Instructional Skill - The teacher
 - prepares long range and short range plans based on KPBSD standards and curriculum and is able to teach them effectively.
 - integrates use of concrete materials, technology and multimedia.
 - employs knowledge, skill and understanding of best practices.
 - uses methods and materials that are developmentally appropriate.
 - integrates learning experiences for relevance and meaning.
 - honors and prepares for diversity of learning styles.
 - incorporates performance based assessments into instruction.
 - employs knowledge of lesson design and learning cycle.
 - a) Sets the stage with an anticipatory set - WHY?
 - b) States the purpose and objectives - WHY
 - c) Varies methods of instructional input - WHAT?
 - d) Demonstrates and models - HOW?
 - e) Checks for understanding - HOW?
 - f) Offers opportunities for guided practice - HOW?
 - g) Provides independent practice - WHAT IF?
2. Classroom Management - The teacher
 - manages the learning environment so all students can reach high standards.
 - organizes instruction to allow for individual differences.
 - makes effective use of best practices.
 - creates an active classroom environment of engaged learners.
 - employs multiple grouping strategies.
 - provides for continuous, regular monitoring and assessment.
 - has discipline procedures posted.
3. Professional Attitude - The teacher
 - appears to enjoy teaching as demonstrated by enthusiasm, a positive attitude and willing participation in school and faculty activities.
 - demonstrates empathy, admiration, understanding, and respect for students.
 - displays maturity and emotional balance in working with students and colleagues in discharging responsibilities.
 - accepts criticism and suggestions and uses them when offered.

- seeks, understands, and assumes responsibilities.
- maintains confidentiality pertaining to students and staff.
- relates with staff members in a cooperative and collegial manner.
- models life long learning by keeping current with educational research, literature, and innovation.

4. Community Relations - The teacher

- handles contacts with parents and public in a manner which reflects favorably on the schools and the teaching profession.
- effectively communicates with parents regarding individual progress as well as individual and group expectations relative to the instructional program.
- welcomes, and encourages, and utilizes parent volunteers in the classroom.
- cultivates parent relationships.
- participates in School Based Decision Making effort for the improvement of teaching and learning.

5. Teacher Responsibilities - The teacher

- performs classroom record keeping duties as necessary or directed.
- properly evaluates student learning and provides students and parents with sufficient information as to their progress.
- maintains room equipment and supplies in a way conducive to a proper learning environment.
- effectively performs related supervision as assigned.
- adheres to District policy and directives of the building administrator(s).
- is prompt and responsible.

Thompson School District
TEACHER PROFESSIONAL STANDARDS⁴

These are the behaviors which a school professional must exhibit consistently over time to maintain employment in the Thompson R2-J School District. These standards are evaluated on an annual basis.

1. The school professional consistently demonstrates the basic components of effective instruction and/or uses other instructional models as appropriate.
 - a) Develops plans to support instructional or training objectives.
 - b) Demonstrates instruction or training that includes initial focus, appropriate delivery, guided and independent practice, monitoring or instruction, and a closing and/or uses other instructional models as appropriate.
 - c) Provides a variety of formative and summative assessments that measure student progress toward objectives.
 - d) Designs and implements management processes that are conducive to student learning.
2. The school professional provides a program of instruction or training in accordance with the adopted curriculum and consistent with state standards and federal and state regulations.
 - a) Uses district curriculum guidelines in planning and implementing instruction.
 - b) Demonstrates a connection between teacher-prepared lesson units and district curriculum standards.
 - c) Is knowledgeable about scope and sequence of district curriculum standards as applicable.
3. The school professional is responsible for increasing the probability of advancing student achievement
 - a) Collects and analyzes student data to drive instruction.
 - b) Uses multiple measures to document student growth.
 - c) Implements strategies based on various types of student achievement data to improve student performance.
 - d) Analyzes the results of instruction and modifies instruction accordingly.
 - e) Organizes a learning environment to maximize the potential for student time on task.
4. The school professional designs and implements instruction to meet the unique needs of students.
 - a) Makes decisions about and provides instructional materials and strategies that address a variety of learning needs.
 - b) Describes the students' current performance levels and future instructional needs.

⁴ Ibid.

- c) Designs and provides a variety of performance opportunities which demonstrate student learning.
 - d) Uses prescribed modifications for special populations.
5. The school professional develops and maintains an environment conducive to student well-being.
- a) Encourages and models respect for all students.
 - b) Creates a learning environment in which students can feel safe taking the risks necessary for learning.
 - c) Encourages student interactions which promote personal growth and self-worth.
 - d) Respects the cultural and learning diversity of students.
6. The school professional communicates with students, families, colleagues, and community members concerning student academic and behavioral progress.
- a) Listens with intent to understand.
 - b) Clearly defines and communicates expectations to students and families.
 - c) Works to establish partnerships and maintains communication with students, families, colleagues and community members with respect to student strengths, needs and progress.
 - d) Communicates individual student needs in a confidential manner where appropriate.
 - e) Is articulate, selecting words with clarity and precision.
7. The school professional assists in upholding and enforcing school rules, Board of Education policies, federal and state rules and regulations, and adheres to licensure standards.
- a) Can access copies of and comply with school rules, Board of Education policies, federal and state rules and regulations, and licensure standards.
 - b) Monitors student behavior in accordance with building, district, federal, and state policies, and takes appropriate action.
8. The school professional maintains records as required by law, district policy, and administrative regulations in a timely and confidential manner.
- a) Completes required forms, reports, and plans according to district policies.
 - b) Documents student behavior and academic progress for appropriate placement or referral.
 - c) Submits forms, reports, and plans in a timely manner.
9. The school professional demonstrates professional cooperative relationships with others.
- a) Asks for assistance or provides colleagues and families with assistance and collaborates on meeting individual student needs.
 - b) Uses conflict resolution and decision making processes to solve problems in the work place.
 - c) Shares information, materials, and expertise with colleagues.

10. The school professional exhibits professional employment characteristics.
- a) Meets and instructs students in the location at the time designated according to job assignment, with as few absences as possible.
 - b) Performs related duties as assigned by the administration in accordance with district policies and practices.
 - c) Attends and participates in required meetings.
 - d) Models appropriate behavior in the school setting according to district policy.

Review of Local Standards:

The following examples indicate how districts can check local standards or performance criteria against the requirements of 4 AAC 14.200. A blank form for district use of provided in Sample Forms at the end of this subsection.

Example 1:

Matanuska-Susitna School District
Knowledge of Content Area

State Standard	Our Standard(s)	Comments
4. A teacher knows the teacher's content area and how to teach it	1. Knowledge of Subject 3. Effectiveness of Instructional Techniques 7. Professional Growth	
A. demonstrates knowledge of academic structure of the teacher's content areas, its tools of inquiry, central concepts and connections to other domains of knowledge		<i>Local standards do not specifically address knowledge of the structure, central concepts and tools of inquiry of the teacher's content area</i>
B. identifies the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess the stage of learning in the subject and applying appropriate strategies, including collaborating with others, to facilitate students' development	<ul style="list-style-type: none"> Organizes content which encourages higher level thinking skills. Provides opportunities for students to apply higher level thinking to real-life situations or simulations. Provides appropriate pace and sequence of learning activities for varying needs and rates of learning 	
C. draws from a wide range of strategies including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional content	<ul style="list-style-type: none"> Uses wide variety of up to date learning materials beyond the text that enhance and extend learning. 	
D. connects the content area to other content areas, and to practical situations encountered outside the school; and	<ul style="list-style-type: none"> Relates content, concepts and skills to life applications. 	
E. stays current in the teacher's content area and demonstrates its relationship with and application to classroom activities, life, work and community	<ul style="list-style-type: none"> Participates in opportunities for professional growth (conferences, courses, workshops, reading, institute, support group, committees). 	

Example 2:

Kenai Peninsula School District
Evaluation Indicators and Standards/Teachers

State Standard	Our Standard(s)	Comments
2. <i>A teacher should understand how students learn and develop, and should be able to apply that knowledge in a teacher's practice</i>	Instructional Skill Classroom Management	
(A) accurately identify and teach to the developmental abilities of students	The teacher: <ul style="list-style-type: none"> • uses methods and materials that are developmentally appropriate • provides for continuous, regular monitoring and assessment 	<i>Current standards do not tie assessment to identification of developmental abilities, although this is implied</i>
(B) apply learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style	The teacher: <ul style="list-style-type: none"> • honors and prepares for diversity of learning styles. • manages the learning environment so all students can reach high standards. • organizes instruction to allow for individual differences. • employs multiple grouping strategies 	

Where can I get more information?

Personnel from the Matanuska-Susitna or Kenai school districts can provide information about how their local standards were developed. Marjorie Menzi, Education Specialist at the Alaska Department of Education, can provide information on the state standards.

Sample Forms

State Standard/Local Standard Comparison Check List

State Standard	Our Standard(s)	Comments
<i>(1) A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.</i>		
(A) engages in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching and assessment practice to current trends, strategies and resources in the teaching profession		
(B) demonstrates consistency between a teacher's beliefs and the teacher's practice.		
<i>(2) A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.</i>		
(A) accurately identifies and teaches to the developmental abilities of students		
(B) applies learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style.		
<i>(3) A teacher teaches students with respect for their individual and cultural characteristics.</i>		
(A) incorporates characteristics of the student's and local community's culture into instructional strategies that support student learning;		
(B) identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students;		

(C) appropriately applies knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials and resources.		
<i>(4) A teacher knows the teacher's content area and how to teach it.</i>		
(A) demonstrates knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts and connections to other domains of knowledge;		
(B) identifies the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess the stage of learning of student in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;		
(C) draws from a wide repertoire of strategies, including , where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;		
(D) connects the content area to other content areas, and to practical situations encountered outside the school;		
(E) stays current in the teachers' content area and demonstrating its relationship with and application to classroom activities, life, work and community.		
<i>(5) A teacher facilitates, monitors and assesses student learning.</i>		

(A) organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum;		
(B) creating, selecting, adapting and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;		
(C) creates, selects, adapts and uses a variety of assessment strategies that provide information about and reinforce student learning, and that assist students in reflecting on their own progress;		
(D) organizes and maintains records on students' learning, and using a variety of methods to communicate student progress to students, parents, administrators and other appropriate audiences;		
(E) reflects on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.		
<i>(6) A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</i>		
(A) creates and maintains a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively;		
(B) communicates high standards for student performance and clear expectations of what students will learn;		
(C) plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn;		

(D) assists students in understanding their role in sharing responsibility for their learning.		
<i>(7) A teacher works as a partner with parents, families and with the community.</i>		
(A) promotes and maintains regular and meaningful communication between the classroom and student families;		
(B) works with parents and families to support and promote student learning;		
(C) participates in schoolwide efforts to communicate with the broader community and involve parents and families in student learning;		
(D) connects, through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community;		
(E) involves parents and families in setting and monitoring student learning goals.		
<i>(8) A teacher participates in and contributes to the teaching profession.</i>		
(A) maintains a high standard of professional ethics;		
(B) maintains and updates both knowledge of the teacher's content area(s) and best teaching practice;		
(C) engages in instructional development activities to improve the quality of, or update classroom, school or district programs;		
(D) communicates, works cooperatively and develops professional relationships with colleagues.		

C. Design Processes

What is Required?

AS 14.20.149(a) requires a school board to “consider information from students, parents, community members, classroom teachers, affected bargaining units, and administrators in the design...of the district’s certificated employee evaluation system.”

What is “best practice”?

As mentioned in the Introduction to this *Handbook*, Alaskan districts are fortunate in being able to draw upon recent work around the country in professional evaluation. As districts go about reworking their current evaluation systems to meet the new state requirements, they are advised to look closely at the CREATE publication *The School Professional’s Guide to Improving Teacher Evaluation Systems*, by McKenna, Nevo, Stufflebeam and Thomas. The full text of the document is found on the CD-ROM included with this *Handbook*. Certain pertinent forms from the *Guide* are reproduced below, with permission by the authors.

The *Guide* provides a step-by-step process for examining and improving a teacher evaluation system. The process recommended includes the following steps:

1. Develop and adopt a guiding philosophy and concept of teacher evaluation
2. Provide a framework for involving all interested stakeholders in the process of examining and improving the district's teacher evaluation system
3. Carefully inventory and describe the district's current teacher evaluation practice
4. Judge the current teacher evaluation system against the Joint Committee Personnel Evaluation Standards
5. Diagnose the particular issues and problems that have to be addressed in improving the teacher evaluation system
6. Redesign the system
7. Develop and obtain support for a project to install and implement the improved teacher evaluation system⁵

⁵ McKenna, B., Nevo, D., Stufflebeam, D. and Thomas, R., *The School Professional’s Guide to Improving Teacher Evaluation Systems*, CREATE, March, 1994, p. 4

The *Guide* is designed to be used by a district team representative of all the stakeholders involved in evaluation. In identifying potential team members, the *Guide* lists all those groups identified in HB 465, but also includes district office staff and specialist personnel.

The *Guide* is intended as a companion document to the Joint Committee's Personnel Evaluation Standards. Thus, users of the *Guide* are urged "to employ the two documents in combination. Together, they provide a powerful basis for examining and redesigning teacher evaluation systems."⁶ Forms to help districts accomplish this review are found at the end of this subsection.

What are some examples of actual school district system design processes?

No examples of actual design processes were submitted to the Department.

Where can I get more information?

Members of the Professional Evaluations Project Committee have been trained in assessing existing evaluation systems against the Standards, using the sample forms given below. Committee members can be contacted by districts for technical assistance.

The full text of the *School Professional's Guide to Improving Teacher Evaluation Systems* is on the accompanying CD-ROM. The Personnel Evaluation Standards are found in Section II as well as in leaflet format in the front pocket of this *Handbook*.

Sample forms

Sample forms have been excerpted from the *Guide*. Districts may use these forms both to document the current system and to assess how well the current system meets the Personnel Evaluation Standards.

Districts are encouraged to use these forms in the following order:

1. Document the current system, using the "Form for Documenting A Teacher Evaluation System".
2. Using the materials collected in Step 1, answer the "Questions to Be Answered in Addressing the Personnel Evaluation Standards" on the provided form.
3. On the "Individual Standards Summary", identify the strengths and weaknesses of the current system vis-à-vis each standard and suggest improvements.
4. Summarize the results on the "Standards Summary Form."

The work of documenting and assessing the system can be streamlined by using teams composed of district staff and representatives from the stakeholder groups identified in statute.

⁶ Ibid., p. 6

FORM FOR DOCUMENTING A TEACHER EVALUATION SYSTEM

Document Inventory

The purpose of the Document Inventory section is to provide a record of the teacher evaluation materials found in the district. Once completed, a copy of this part of the form should be attached to materials and documents used to complete this inventory.

On the list below, check off all materials and documents found for the school district/system. Make a note of any unusual conditions found in the file.

- ☐ the school's or district's collective bargaining agreement (if one exists)
- ☐ the school or district board policies on teacher evaluation
- ☐ defined teacher duties
- ☐ documents describing the teacher evaluation system
- ☐ examples of individual teacher contracts
- ☐ examples of teacher job descriptions
- ☐ past written reviews or references to published information on the teacher evaluation system
- ☐ relevant evaluation instruments and forms
- ☐ district/school building handbooks
- ☐ other, please identify _____

1: EVALUATION SYSTEM IDENTIFICATION

1.1 School district/system name: _____

School district/system location: _____

1.2 Name/label of the teacher evaluation system to be reviewed: _____

Name(s) of person(s) completing the inventory: _____

Date of inventory completion: _____

1.3 Type of school or district covered by the teacher evaluation system (check all that apply):

- | | | |
|---|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Private | <input type="checkbox"/> Elementary | <input type="checkbox"/> Secondary |
| <input type="checkbox"/> Public | <input type="checkbox"/> Middle | <input type="checkbox"/> Unspecified |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Jr. high | |
| <input type="checkbox"/> Upper elementary | <input type="checkbox"/> High school | |

1.4 Grade levels (between kindergarten and grade 12) covered by the teacher evaluation system:

K 1 2 3 4 5 6 7 8 9 10 11 12

1.5 Number of teachers covered by the teacher evaluation system: _____

1.6 Teachers covered:

- | | |
|--|--|
| <input type="checkbox"/> Probationary Teachers | <input type="checkbox"/> Classroom aides |
| <input type="checkbox"/> Tenured teachers | <input type="checkbox"/> Itinerant teachers |
| <input type="checkbox"/> Substitute teachers | <input type="checkbox"/> Other, please specify |

2: DEVELOPERS OF THE EVALUATION SYSTEM

2.1 What groups participated in developing the evaluation system (check all that apply)?

- | | | |
|--|---|--|
| <input type="checkbox"/> Teachers | <input type="checkbox"/> School principals | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Teachers organization | <input type="checkbox"/> External consultants | <input type="checkbox"/> School board members |
| <input type="checkbox"/> District administrators | <input type="checkbox"/> State education department | <input type="checkbox"/> Other, please specify |

2.2 What is the involvement of the teachers' organization with the evaluation system (check all that apply)?

- ☐ None
- ☐ Collective bargaining agreement covers teacher evaluation
- ☐ Evaluation criteria are negotiated with the union
- ☐ Evaluation methods are negotiated with the union
- ☐ Evaluation instruments are negotiated with the union
- ☐ Union represents teachers in grievances about evaluation
- ☐ Unspecified
- ☐ Other, please specify

3. KEY POLICY PROVISIONS

3.1 Which of the following characterize the written policies that cover the teacher evaluation system (check all that apply)?

- ☐ No particular written policy is evident
- ☐ Covered by written school building-level policy
- ☐ Covered by written school district policy
- ☐ Covered by written state policy
- ☐ Other, please specify _____

3.2 Which of the following are addressed/specified/defined in the written policies and/or rules and regulations that govern the teacher evaluation system (check all that apply)?

- ☐ Exclusions of special categories of teachers (specify) _____
- ☐ Special provisions for probationary teachers
- ☐ Special provisions for substitute teachers
- ☐ Special provisions for itinerant teachers
- ☐ Different provisions for elementary and secondary school teachers
- ☐ Explicit teacher responsibilities/duties
- ☐ Frequency of required evaluations
- ☐ Limitations on distributing evaluation reports
- ☐ Required schedule for the evaluation steps
- ☐ Rules for storing and controlling access to evaluation information
- ☐ Clarification of who may access which evaluation reports
- ☐ The bases and procedures for removing evaluation information from the school or central files
- ☐ Explicit written safeguards for protecting the privacy of evaluatees
- ☐ Process for appealing a teacher evaluation
- ☐ Provision for submitting a written response that becomes part of the teacher's permanent file
- ☐ Required use of a board-approved evaluation form
- ☐ Requirement to identify and address conflicts of interest in individual teacher evaluations
- ☐ Requirement and provision for training evaluators
- ☐ Requirement that each teacher have an up-to-date job description
- ☐ Requirement that deficiencies requiring immediate attention be handled promptly and not postponed until the written evaluation

- ☐ Requirement that teacher performance be assessed in the light of assessments of available resources, working conditions, incentives, community expectations, and other context variables
- ☐ Requirement that evaluation system be periodically reviewed
- ☐ Other, please specify _____

4. SCHEDULE FOR EVALUATIONS

4.1 What is the usual schedule for performance evaluations for each of the following groups (please briefly describe each schedule)?

Probationary teachers:

Tenured teachers:

Substitute teachers:

Other, please specify:

5. PURPOSES OF THE EVALUATIONS

5.1 Which are the stated purposes of the teacher evaluation system (check all that apply)?

- ☐ Motivate teachers
- ☐ Encourage and assist professional growth
- ☐ Provide feedback on strengths and weaknesses of performance
- ☐ Remediate deficient teacher performance
- ☐ Recognize excellent teaching
- ☐ Reward meritorious teaching (merit pay)
- ☐ Document and reward extra service (incentive pay)
- ☐ Assist the teaching profession to police and enhance its ranks
- ☐ Understand personal role in the school
- ☐ Monitor teacher performance in order to control and coordinate teaching across classrooms
- ☐ Inform personnel decisions (promotion, tenure, merit pay, termination)
- ☐ Develop competent teachers
- ☐ Maintain teacher accountability
- ☐ Safeguard student and community interests from incompetent or harmful teaching
- ☐ Assure high quality professional service to students
- ☐ Enhance student learning
- ☐ Enhance school credibility
- ☐ Unspecified
- ☐ Other, please specify _____

5.2 Which of the following employment decisions are served by the teacher evaluation system (check all that apply)?

- ☐ Selection of interns or student teachers
- ☐ Selection of new teachers
- ☐ Selection of support personnel
- ☐ Teaching job assignment
- ☐ Specification of job responsibilities
- ☐ Licensing/certification
- ☐ Confirmation of knowledge about the profession of teaching
- ☐ Confirmation of the teacher's basic literacy and numeracy skills
- ☐ Confirmation of proficiency with instructional techniques/methods
- ☐ Confirmation of proficiency with computer technology

- ☐ Confirmation of classroom teaching competence
- ☐ Confirmation of subject matter knowledge
- ☐ Continuation
- ☐ Issuance of notice to remedy
- ☐ Remediation
- ☐ Planning staff training and development programs
- ☐ Assignments to obtain special training or other individual staff development assistance
- ☐ Awarding of study leaves and special grants
- ☐ Promotion
- ☐ Tenure
- ☐ Special recognition
- ☐ Merit pay
- ☐ Incentive financial awards
- ☐ Rulings on grievances
- ☐ Sanctions
- ☐ Termination for cause
- ☐ Reduction in force
- ☐ Reorganization of teaching
- ☐ Unspecified
- ☐ Other, please specify _____

6. RESPONSIBILITIES FOR CONDUCTING THE EVALUATION

6.1 Who is involved in evaluating teacher performance (check all that apply)?

- ☐ School principal
- ☐ Head of department within school
- ☐ Committee of teachers from the school/district
- ☐ Self-evaluation by the teacher
- ☐ Team of administrators from the district
- ☐ District administrator or evaluator from outside the school
- ☐ Teachers from other districts
- ☐ Master teacher
- ☐ Groups of teachers from the teacher's school
- ☐ State inspector or evaluator
- ☐ School board
- ☐ Students
- ☐ Parents
- ☐ Unspecified
- ☐ Other, please specify _____

6.2 Who has the most important role in evaluating teacher performance (check all that apply)?

- ☐ School principal
- ☐ Head of department within school
- ☐ Committee of teachers from the school/district
- ☐ Self-evaluation by the teacher
- ☐ Team of administrators from the district
- ☐ District administrator or evaluator from outside the school
- ☐ Teachers from other districts
- ☐ Master teacher
- ☐ Groups of teachers from the teacher's school
- ☐ State inspector or evaluator
- ☐ School board
- ☐ Students

- ☐ Parents
- ☐ Unspecified
- ☐ Other, please specify _____

6.3 What expertise and qualifications are explicitly required of the persons who evaluate teacher performance?

- ☐ No special qualifications
- ☐ Experience as a teacher
- ☐ Training in administration
- ☐ Experience in administration
- ☐ Training in instructional techniques and methods
- ☐ Training in educational psychology
- ☐ Training in personnel appraisal
- ☐ Knowledge of teaching subject matter
- ☐ Proficiency in particular evaluation methods, please specify _____
- ☐ Knowledge of pedagogy
- ☐ Specialized knowledge of classroom management techniques
- ☐ Specialized knowledge of instructional technique
- ☐ Specialized knowledge of test construction methods
- ☐ Specialized knowledge of classroom grading methods
- ☐ Specialized knowledge of parent involvement techniques
- ☐ Sensitivity to possibilities and risks of linking student learning to teacher performance
- ☐ Knowledge of collegial relationships
- ☐ Sensitivity to and concern for equity
- ☐ Knowledge of the principles and procedures of individual professional development
- ☐ Sensitivity to the influences of the work environment on teaching performance
- ☐ Unspecified
- ☐ Other, please specify _____

7: EVALUATION VARIABLES

7.1 What, if any, major categories of entry level teacher qualifications are included in the teacher evaluation system?

- ☐ Character traits
- ☐ Morality
- ☐ Attitudes
- ☐ Law abiding
- ☐ General ability
- ☐ Reading skills
- ☐ Writing skills
- ☐ Mathematics skills
- ☐ Speaking skills
- ☐ Listening skills
- ☐ General knowledge
- ☐ Knowledge of field of special competence
- ☐ Knowledge of pervasive curriculum subjects
- ☐ Knowledge of the profession of teaching
- ☐ General pedagogy
- ☐ Designing lessons
- ☐ Subject matter specific pedagogy
- ☐ Ability to generalize and particularize
- ☐ Ability to impart knowledge
- ☐ Involvement in professional association activities

- ___ Involvement in professional activities
- ___ Scholarship (knowledge of the professional literature)
- ___ Caring attitudes toward students
- ___ Organizational ability (tasking, scheduling, assigning and communicating work plans)
- ___ Classroom management skills
- ___ Command of instructional techniques
- ___ Orientation to service students with special needs
- ___ Concern for equity
- ___ Realistic recognition of one's limitations and strengths
- ___ Commitment to equality of educational opportunity
- ___ Proficiency in evaluating student performance
- ___ Proficiency in evaluating classroom activities
- ___ Physical and emotional stamina to withstand the strains of teaching
- ___ persistence in sustaining trial and error efforts to solve problems
- ___ Orientation to serve student needs even if rules need to be bent or broken
- ___ Awareness and constructive approach to the avoidance of stress and "burn out"
- ___ Other, please specify _____

7.2 Which of the following teacher performance criteria are included in the teacher evaluation system?

- ___ Ethical conduct
- ___ Equitable treatment of students and colleagues
- ___ Professional attitude and performance
- ___ Knowledge of teaching responsibility
- ___ Knowledge of school in its context
- ___ Scholarship (reads the professional literature)
- ___ Rapport with students
- ___ Motivation of students
- ___ Diagnosis of and response to student needs
- ___ Planning and organization of instruction
- ___ Supervision of classroom aides
- ___ Structuring the work of substitute teachers
- ___ Involving parents in the education of their children
- ___ Classroom management and discipline
- ___ Knowledge of field of special competence
- ___ Knowledge of pervasive curriculum subjects
- ___ Playground management and discipline
- ___ Enforcement of school rules
- ___ Effectiveness in communicating course content
- ___ Command of instructional technology
- ___ Demonstrated impact on student achievement
- ___ Course development and/or improvement
- ___ Course evaluation
- ___ Student test scores
- ___ Other student performance
- ___ Assistance to students with special needs
- ___ Individualized assistance to students
- ___ Promotion and modeling of equity
- ___ Evaluation of student performance
- ___ Test construction
- ___ Testing
- ___ Grading
- ___ Reporting student progress
- ___ Evaluation and improvement of classroom activities
- ___ Personal behavior

- ☐ Observed strengths
- ☐ Observed weaknesses
- ☐ Physical and emotional stamina to withstand the strains of teaching
- ☐ Compliance with school rules and regulations
- ☐ Professional development activities
- ☐ Student judgments of instruction
- ☐ Cooperation with other school personnel
- ☐ Global assessment of teaching performance
- ☐ Other, please specify _____

7.3 What, if any, work environment variables are assessed and considered in evaluating teacher performance?

- ☐ Availability of appropriate instructional facilities (e.g., photocopy, AV, accessible library)
- ☐ Availability of appropriate instructional materials
- ☐ A safe and drug-free school environment
- ☐ Adequate air conditioning and heating
- ☐ School climate (cooperative atmosphere, orientation to learning, concern for equity)
- ☐ Supportive competent school leadership
- ☐ Adequacy and appropriateness of incentives for excellent teaching
- ☐ Community expectations
- ☐ School's balanced consideration of athletics
- ☐ Family support of student learning
- ☐ School's commitment to academic achievement
- ☐ Students' characteristics, including SES, aptitude, English proficiency, etc.
- ☐ Availability of pedagogical guidance and advice
- ☐ Adequacy and appropriateness of school rules
- ☐ Influence of teacher union or other association
- ☐ Other, please specify _____

8. MEASUREMENT OF PERFORMANCE

8.1 Which, if any, of the following tools and techniques are used to assess teacher qualifications?

- ☐ Basic skills test
- ☐ General knowledge test
- ☐ Knowledge of course content test
- ☐ Pedagogy test
- ☐ Review of credentials
- ☐ Portfolio of teacher's work
- ☐ Videotape of instruction
- ☐ Personality test
- ☐ Job interview
- ☐ Interviews with references
- ☐ Assessment center
- ☐ Simulation exercises
- ☐ Teaching during a trial or probationary period
- ☐ Teaching certificate
- ☐ Continuing Education Units
- ☐ Other, please specify _____

8.2 Which of the following tools and techniques are used to assess teacher performance?

- ☐ Principal ratings
- ☐ Student questionnaires

- ☐ Informal observation
- ☐ Videotape of instruction
- ☐ Videotape of student performance
- ☐ Portfolio of teacher performance
- ☐ Portfolio of student performance
- ☐ Classroom observation form
- ☐ Interviewing the teacher
- ☐ Peer observation and coaching
- ☐ Student test scores
- ☐ Parent ratings
- ☐ Other, please specify _____

8.3 Which of the following rating categories are used to classify teacher performance (check all that apply)?

- ☐ Poor
- ☐ Fair
- ☐ Satisfactory
- ☐ Good
- ☐ Excellent
- ☐ Superior
- ☐ Improvement needed
- ☐ Other, please specify _____

8.4 Which of the following classroom observation practices are used in the teacher evaluation system (check all that apply)?

- ☐ Always scheduled in advance
- ☐ Always unannounced
- ☐ Not scheduled in advance
- ☐ Sometimes scheduled in advance
- ☐ No observations conducted

9. EVALUATION REPORTS AND FEEDBACK

9.1 Which, if any, of the following contents are typically included in the evaluation reports (check all that apply)?

- ☐ List of ratings for various criteria
- ☐ Conference summary
- ☐ Rating of overall effectiveness
- ☐ Narrative assessment of overall effectiveness
- ☐ List of strengths
- ☐ List of weaknesses
- ☐ Recommendations for improvement
- ☐ Timetable for improvement
- ☐ Recommendation on employment status (e.g., continued probation, termination, tenure)
- ☐ Description of data on which the evaluation is based
- ☐ Description of the data collection procedures
- ☐ Other, please specify _____

9.2 Which, if any, of the following steps are included in the evaluation system's reporting process (check all that apply)?

- ☐ Evaluatees may review the raw data
- ☐ Evaluator and teacher jointly review the draft report
- ☐ Evaluatee receives final written evaluation report
- ☐ Evaluatee receives a verbal explanation of the written evaluation report
- ☐ Other, please specify _____

9.3 Which, if any, of the following does the evaluation system provide for attesting the soundness of evaluation reports?

- ☐ There is an appeal process for evaluations
- ☐ Teacher may signify agreement or disagreement with the report
- ☐ Teacher must signify only to having seen the evaluation report
- ☐ Teacher signs all copies of the evaluation report
- ☐ Teacher may attach a written response to the evaluation that becomes a part of the permanent file
- ☐ Other, please specify _____

9.4 Which, if any, of the following apply to the evaluation system's provisions for distributing evaluation reports (check all that apply)?

- ☐ A copy of the report is sent to the superintendent's office
- ☐ A copy of the report is provided to the teacher
- ☐ A copy of the report is placed in the school principal's file
- ☐ Filed reports may be accessed by the teacher
- ☐ Filed reports may be accessed by all of the teacher's administrators
- ☐ The teacher sees all copies/versions of the evaluation report
- ☐ Filed reports may be accessed by school board members
- ☐ Other, please specify _____

9.5 Which, if any, of the following are included in the evaluation system's postobservation review conferences (check all that apply)?

- ☐ Review satisfactory ratings
- ☐ Review unsatisfactory ratings
- ☐ Give specific suggestions

- ☐ Specify dates for improving deficiencies
- ☐ Schedule a future observation
- ☐ Have teacher acknowledge the conference feedback in writing
- ☐ Provide opportunity for teacher to append a written response
- ☐ Other, please specify _____

10. USE OF EVALUATION FINDINGS

How is the evaluation used concerning individual teachers (check all that apply)?

- ☐ Teacher is engaged in both a preobservation and postobservation review conference
- ☐ Teacher is engaged only in a postobservation review conference
- ☐ Teacher is engaged only in a preobservation conference
- ☐ School provides guidance for improvements
- ☐ Teacher has the opportunity to design a plan for personal development following evaluation
- ☐ Principal observes/reports implementation of improvements
- ☐ Other, please specify _____

10.2 How are the evaluations used concerning groups of teachers (check all that apply)?

- ☐ Not at all
- ☐ Develop district policy
- ☐ Improve supervision
- ☐ Design inservice education
- ☐ Improve selection procedures
- ☐ Change curriculum
- ☐ Change budget allocations
- ☐ Other, please specify _____

10.3 How does the school or school district remediate/eliminate deficient performance (check all that apply)?

- ☐ Counseling
- ☐ Professional development activities
- ☐ Specific directives/suggestions
- ☐ Deadlines for improving deficient ratings
- ☐ Extension of the probationary period
- ☐ Termination if remediation efforts fail
- ☐ Unspecified
- ☐ Other, please specify _____

11. MONITORING THE EVALUATION SYSTEM–META-EVALUATION

11.1 Which, if any, of the following provisions does the district/school employ for evaluating and improving the evaluation system?

- ☐ Adherence to the Joint Committee Personnel Evaluation Standards
- ☐ Adherence to the APA Standards for Educational and Psychological Tests
- ☐ Adherence to the Equal Employment Opportunity Commission Guidelines
- ☐ Provision for periodic formal reviews and updating of the evaluation purposes and procedures
- ☐ Annual reviews of the evaluation system
- ☐ Occasional, unscheduled review of the system
- ☐ Reviews if and when the system is challenged
- ☐ External reviews
- ☐ Reliability and validity of the measurement tools have been tested

- ☐ Input from evaluatees is regularly obtained and reviewed
- ☐ System is periodically revised
- ☐ System instruments are periodically reviewed and updated
- ☐ Other, please specify _____

12. SPECIAL PROVISIONS

12.1 Which, if any, of the following groups in the school or school district are explicitly excluded from the evaluation system reviewed above?

- ☐ Tenured teachers
- ☐ Probationary teachers
- ☐ Art teachers
- ☐ Music teachers
- ☐ Physical education teachers
- ☐ Substitute teachers
- ☐ Special education teachers
- ☐ Classroom aides
- ☐ Unspecified
- ☐ Special support personnel
- ☐ Other, please specify _____

13. EVALUATION MODELS

13.1 Which, if any, of the following teacher evaluation models or approaches provides the theoretical or logical basis for the teacher evaluation system (check all that apply)?

(INSTRUCTIONAL IMPROVEMENT ORIENTED MODELS/APPROACHES)

- ☐ Madeline Hunter's Instructional Theory Into Practice (ITIP)
- ☐ Richard Manatt's "Clinical Supervision" model
- ☐ Edward Iwanicki's Professional Growth Oriented model
- ☐ Thomas McGreal's Eclectic Professional Development Approach
- ☐ Flanders' Classroom Interaction Model
- ☐ EPIC Classroom Interaction Model (with videotape feedback)
- ☐ Assessment Center approach
- ☐ Micro-teaching
- ☐ Deming--team joint problem-solving approach
- ☐ Other, please specify _____

(PROFESSIONAL ACCOUNTABILITY-DRIVEN MODELS/APPROACHES)

- ☐ Teacher self-evaluation, a la Tom Good
- ☐ Higher education-type portfolio evaluations
- ☐ Toledo Peer Evaluation Model
- ☐ Peer evaluation (not necessarily patterned after the Toledo model)
- ☐ Resume updates and reviews
- ☐ Professional specialty boards, e.g., National Board for Professional Teaching Standards
- ☐ Other, please specify _____

(ADMINISTRATIVE CONTROL-ORIENTED MODELS/APPROACHES)

- ☐ Unstructured classroom observation by principal
- ☐ Structured classroom observation by principal
- ☐ Interview/discussion by principal/supervisor or evaluation team

- ☐ Job description-based performance review by principal/supervisor
- ☐ Management by Objectives planning and review by principal and teacher
- ☐ Fitness reports by principal/supervisor, e.g., the military procedure
- ☐ Other, please specify

(COLLABORATIVE MODELS/APPROACHES)

- ☐ Anthony Shinkfield's Joint evaluation by principal and peer teachers
- ☐ Other, please specify

(RESEARCH-BASED MODELS/APPROACHES)

- ☐ Correlational research-based, structured observation of teacher performance by trained observers
- ☐ Medley, Coker, and Soar--measurement-based teacher evaluation
- ☐ Competency tests
- ☐ Other, please specify

(CONSUMER-ORIENTED/COMMUNITY ACCOUNTABILITY MODELS/APPROACHES)

- ☐ Scriven's Duties-Based Evaluation
- ☐ Parent assessments
- ☐ Student ratings of instruction
- ☐ Student test scores
- ☐ Student test scores corrected for student characteristics
- ☐ Student work products
- ☐ On-site teacher evaluation by governmental department of education inspectors
- ☐ Team visits, managed by state, school district, or other authority
- ☐ Other, please specify

(MERIT PAY MODELS/APPROACHES)

- ☐ Merit increments only, decided by principal/supervisor
- ☐ Merit increments only, decided by peers
- ☐ Merit "bonuses," decided by principal/supervisor
- ☐ Merit "bonuses," decided by peers
- ☐ State-administered Tennessee-type career ladder evaluation approach
- ☐ School/district-administered Tennessee-type career ladder evaluation
- ☐ Merit school approach (no assessment of individual teachers)
- ☐ Other, please specify

(UNSPECIFIED)

- ☐ Not clear that any theoretical approach guides the evaluations

QUESTIONS TO BE ANSWERED IN ADDRESSING THE PERSONNEL EVALUATION STANDARDS

This series of forms is provided for more efficient application of the Personnel Evaluation Standards. The forms pose questions intended to lead the improvement team to document the degree to which the teacher evaluation system meets individual standards based on the team's response to questions listed under each of the 21 Standard statements. Evidence found in PRINT and PRACTICE should be used to answer these questions.

STANDARD P-1: SERVICE ORIENTATION

P-1: Evaluations of educators should promote sound education principles, fulfillment of institutional missions, and effective performance of job responsibilities, so that educational needs of students, community, and society are met.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for all teachers to be evaluated?		
2. Are there provisions for making employment decisions based on evaluation results (e.g., promotion, tenure, remediation, notice to remedy, termination, etc.)?		
3. Are there provisions for rewarding outstanding teaching?		
4. Are there provisions for evaluating teachers based on differences related to subject, grade level, professional certification, and status in the system, such as probationary, tenure, continuing status?		
5. Are there provisions for evaluating how the teacher promotes equitable service to students?		
6. Are there provisions for using teacher evaluation results as a basis for designing and implementing specific inservice programs for individual teachers?		
7. Are there provisions for both remediation of deficient performance and step-by-step termination?		
8. Are there provisions for determining whether teachers keep current in their teaching field or other service area?		
9. Do teacher performance criteria include measures of impact on student learning?		
10. Do performance criteria include the overall needs of the students and priorities of the community?		

STANDARD P-2: FORMAL EVALUATION GUIDELINES

P-2 Guidelines for personnel evaluations should be reported in statements of policy, negotiated agreements, and/or personnel evaluation manuals, so that evaluations are consistent, equitable, and in accordance with pertinent laws and ethical codes.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there guidelines for implementing the evaluation procedures contained in policies, negotiated agreements, and/or personnel evaluation manuals?		
2. Are the evaluation criteria limited to important job-related issues?		
3. Are both guidelines for implementation of evaluation policy and evaluation criteria clear, specific, and understandable?		
4. Are there provisions in policies, negotiated agreements, and/or evaluation manuals for appropriate emphasis (weights) to be assigned each evaluation criterion before it is applied?		
5. Are there provisions to assure that local, state, and federal requirements--such as state tenure laws, teacher certification laws, equity laws, and other guidelines--are adhered to in employment decisions?		
6. Are there provisions for explaining the evaluation system and its application to all evaluatees annually and at times in between when changes occur?		
7. Are there provisions for implementing remediation plans in progressive stages?		
8. Are there clear and precise statements that define types of evaluation findings likely to lead to termination?		
9. Are there provisions for changing formal evaluation guidelines when evaluation practices are changed, when guidelines are in conflict with laws, or when role definitions change?		
10. Are there guidelines governing both the frequency of evaluations and a time line for implementing evaluation stages?		

STANDARD P-3: CONFLICT OF INTEREST

P-3: Conflicts of interest should be identified and dealt with openly and honestly, so that they do not compromise the evaluation process and results.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for cooperation among the district governing board, administrators, teachers, and other stakeholder groups in designing the evaluation system?		
2. Are there provisions for identifying and documenting common sources of conflicts of interest in the evaluation system and its application?		
3. Are there provisions for controlling conflicts of interest as part of the selection of personnel who will conduct evaluations?		
4. Are there provisions for use of clear criteria and objective evidence where indicated as a basis for evaluation?		
5. Are there provisions for involvement of the evaluatee in the review of the process and resulting evidence before finalizing the evaluation report?		
6. Are there provisions that clearly designate which evaluation findings may be used in the event of appeal?		
7. Does the evaluation system provide for the use of multiple sources of information, such as self-evaluation, evaluation by students, evaluation by peers, observation, portfolios, etc.?		
8. Are there provisions for designating an alternate evaluator or evaluators if an unresolvable conflict exists?		
9. Are there provisions for reaching agreement between the evaluator and the evaluatee on the criteria to be used in assessing performance and the conditions under which the evaluation is to take place?		

STANDARD P-4: ACCESS TO PERSONNEL EVALUATION REPORTS

P-4: Access to reports of personnel evaluation should be limited to individuals with a legitimate need to review and use the reports, so that appropriate use of the information is assured.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for secure storage of evaluation information collected prior to final reports?		
2. Are there provisions for identifying who shall have access to evaluation reports and when and why they shall have access?		
3. Are there provisions for the basis and procedures for removing evaluation information from the school or central files?		
4. Are there provisions for deleting and adding to personnel evaluation reports?		
5. Are there provisions for secure storage of both manual and electronic evaluation reports and other related records?		
6. Are there provisions specifying who will receive copies of the report?		
7. Are there provisions for the evaluatee to receive a signed copy of the final evaluation report, including any appendices?		
8. Are there provisions for discussing all information with the evaluatee before it is placed in the official personnel file?		
9. Are there provisions for limiting access to reports to those who must make or defend decisions based on them and to those designated in writing by the employee?		
10. Is training in release and retrieval of evaluation information provided for those who have access to and use records in personnel files?		

STANDARD P-5: INTERACTION WITH EVALUATEES

P-5: The evaluation should address evaluatees in a professional, considerate, and courteous manner, so that their self-esteem, motivation, professional reputations, performance, and attitude toward personnel evaluation are enhanced or, at least, not needlessly damaged.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there timetables that guide evaluation stages?		
2. Are there provisions for setting specific evaluation timetable dates in cooperation with evaluatees?		
3. Are there provisions for setting and conforming to stated performance goals and objectives that are mutually agreed on by the evaluator and the evaluatee?		
4. Are there provisions for immediate assistance or intervention when performance deficiencies require such response?		
5. Are there provisions for encouraging and assisting professional growth?		
6. Are there provisions for providing review and feedback on strengths and weaknesses of performance in private uninterrupted sessions?		
7. Are there provisions for an appeal process for evaluations?		
8. Are there provisions for evaluatees to signify agreement or disagreement with the evaluation report and append written response?		
9. Are there provisions for evaluatees to receive a copy of the final evaluation report?		
10. Are there provisions for requiring evaluators to receive training in human interaction?		

STANDARD U-1: CONSTRUCTIVE ORIENTATION

U-1: Evaluations should be constructive, so that they help institutions to develop human resources and encourage and assist those evaluated to provide excellent service.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for the district governing board to formally adopt the teacher evaluation system?		
2. Are there provisions for representation of all stakeholders in defining performance standards?		
3. Are there provisions for representation of all stakeholders in defining respective roles in evaluating teachers, e.g., principals, peers, students, evaluatees, others?		
4. Are there provisions for communicating to all stakeholders the importance of teacher evaluation for professional development and the achievement of organizational goals?		
5. Are there provisions for beginning evaluation conferences with positive communication, e.g., performance strengths?		
6. Are there provisions for emphasizing support for the teacher as a professional (e.g., funds for additional training and additional coursework, released time for collaboration with colleagues or consultants)?		
7. Are there provisions for identifying performance areas that require reinforcement and/or improvement?		
8. Are there provisions for specific written directives and recommendations for remediation of deficient performance?		
9. Are there provisions for providing resources for improving performance (e.g., assistance from master teachers, instructional leaders, and/or funds for materials)?		
10. Are there provisions for encouraging and assisting teachers in assessing and improving their own performance?		

STANDARD U-2: DEFINED USES

U-2: The users and the intended uses of a personnel evaluation should be identified, so that the evaluation can address appropriate questions.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for identifying and informing all potential audiences of the content and availability of evaluation reports?		
2. Are there provisions for evaluatees to learn of the intended audiences of evaluation reports and results?		
3. Are there provisions for constructing evaluation inquiries that are relevant to information needs and proposed uses?		
4. Are there provisions for limiting audiences to, and uses for, evaluation reports to those mutually agreed on prior to the evaluation cycle?		

STANDARD U-3: EVALUATOR CREDIBILITY

U-3: The evaluation system should be managed and executed by persons with the necessary qualification, skills, and authority. And evaluators should conduct themselves professionally, so that evaluation reports are respected and used.

(ANSWER “YES” OR “NO” FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for requiring evaluators to be knowledgeable about each of the following: a variety of sound teaching techniques, the principles of learning psychology, and the implications of human growth and development for effective teaching?		
2. Are there provisions for training district governing board members, administrators, faculty, and evaluation specialists for maximum effectiveness in their evaluation roles?		
3. Are there provisions requiring those who serve as evaluators to become knowledgeable in principles of sound personnel evaluation, performance appraisal techniques, methods of motivating faculties, conflict management, and the law as it applies to evaluation of educational personnel?		
4. Are there provisions for establishing the authority and responsibilities of evaluators?		
5. Are there provisions for more than one evaluator to be involved in gathering information about an individual teacher?		
6. Are there provisions for adding resources to assist in information collection and analysis when the tasks exceed the professional competence of evaluators?		
7. Are there provisions for maintaining the same evaluator(s) throughout any single evaluation?		
8. Are there provisions for the preparation and use of a relevant agenda (shared in advance with the evaluatee) during feedback sessions?		

STANDARD U-4: FUNCTIONAL REPORTING

U-4: Reports should be clear timely, accurate, and germane, so that they are of practical value to the evaluatee and other appropriate audiences.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions requiring that multiple criteria be used in evaluating teaching performance?		
2. Are there provisions for requiring a rating of overall effectiveness of teaching performance?		
3. Are there provisions for a timetable for professional growth?		
4. Are there provisions for including evaluation information in recommendations determining employment status (i.e., continued probation, termination, tenure, or continued service)?		
5. Are there provisions for initiating evaluations early enough in the school year to allow time for interim reporting?		
6. Are there provisions for addressing only identified and agreed-on professional responsibilities in the evaluation report?		
7. Are there provisions for prompt written reports to be given to the evaluatee by evaluators following formal observation of an evaluatee?		

STANDARD U-5: FOLLOW-UP AND IMPACT

U-5: Evaluations should be followed up, so that users and evaluatees are aided to understand the results and appropriate actions.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for reviewing performance strengths and weaknesses with the evaluatee and soliciting suggestions for improvement?		
2. Are there provisions for assisting in improving identified performance weaknesses and establishing a plan for improvement?		
3. Are there provisions for holding follow-up conferences between the evaluatee and appropriate resource personnel when such conferences are necessary?		
4. Are there provisions for flexibility in planning, with evaluatee input, for professional growth to reinforce strengths and overcome identified weaknesses?		
5. Are there provisions to assist the evaluatee with resources, released time, and/or other action to assure that the professional growth plan will succeed?		
6. Are there provisions for non-reemployment notices to be given by a specified appropriate date?		
7. Are there provisions for scheduling the next evaluation or evaluation stage during the follow-up conference?		
8. Are there provisions for making and keeping written records of follow-up conferences, progress toward agreed-on goals and objectives, and results?		
9. Are there provisions to ensure realistic implementation of both remediation and professional growth plans?		
10. Are there provisions for follow-up conferences to be held with the evaluatee within a reasonable time following each observation?		
11. Are there provisions for the evaluatee to acknowledge or respond in writing to conference feedback?		
12. Are there provisions for using evaluation results as an information source in planning curriculum change, designing inservice education, allocating budget funds, developing district policy, and improving supervision?		

STANDARD F-1: PRACTICAL PROCEDURES

F-1: Personnel evaluation procedures should be planned and conducted so that they produce needed information while minimizing disruption and cost.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions that information collection will be determined, modified, and applied with minimum disruption?		
2. Are there provisions for identifying needs, available resources, and policy requirements in designing, selecting, and improving information collection procedures?		
3. Are there provisions for avoiding or eliminating the duplication of evaluation information that already exists?		
4. Are there provisions for periodic orientation sessions to help educators understand the purposes and processes of the evaluation system?		
5. Are there provisions for encouraging teachers and other stakeholders to suggest ways by which evaluation procedures can be made more useful?		
6. Are there provisions for limiting the collection of evaluation information to that which is relevant to the position and the purposes of the evaluation?		

STANDARD F-2: POLITICAL VIABILITY

F-2: The personnel evaluation system should be developed and monitored collaboratively, so that all concerned parties are constructively involved in making the system work.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions requiring that policies established by the district governing board become final authority in determining evaluation matters?		
2. Are there provisions for a continuing and representative improvement team to periodically develop, revise, and propose evaluation policy?		
3. Are there provisions for promptly and effectively addressing problems in the personnel evaluation system?		
4. Are there provisions for informing teachers and other stakeholders of the evaluators' responsibilities?		
5. Are there provisions for arriving at mutual agreement between the policy board and school staff on evaluation policy and procedures?		
6. Are there provisions for informing stakeholders of agreed-on evaluation policy and procedures (e.g., through newsletters, open meetings, board minutes, etc.)?		

STANDARD F-3: FISCAL VIABILITY

F-3: Fiscal Viability: Adequate time and resources should be provided for personnel activities, so that evaluation plans can be effectively and efficiently implemented.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for sufficient allocations of resources to meet the defined purposes, procedures, and uses of results?		
2. Are there provisions for a minimum of procedures and time to be expended in obtaining the needed information?		
3. Are there provisions for allocation of staff time and frequency of evaluations based on reasonable estimates of the time required to conduct each type of evaluation?		
4. Are there provisions for funds to carry out the procedures mandated?		
5. Are there provisions for monitoring the efficiency and effectiveness of the system (evaluation of the evaluation)?		
6. Are there provisions for a continuous search for new ideas that will result in achieving and maintaining the highest possible cost effectiveness of the evaluation system?		

STANDARD A-1: DEFINED ROLE

A-1: The role, responsibilities, performance objectives, and needed qualifications of the evaluatee should be clearly defined, so that the evaluator can determine valid assessment data.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for position descriptions that clearly delineate educational assignment (e.g., grade level, subject area, special program areas, etc.)?		
2. Are there provisions for evaluating important responsibilities that are other than instructional (i.e., work habits, cooperation with colleagues, and so forth)?		
3. Are there provisions for evaluating entrance qualifications for special fields of expertise or teaching areas when the teaching area is changed?		
4. Are there provisions for internal notification (within the school) and external communication (within the district) of both performance criteria and the level of performance acceptable in the school district?		
5. Are there provisions for periodic reviewing and updating of performance criteria and job descriptions?		
6. Are there provisions that require proficiency of evaluatees in assessing, recording, and reporting student performance?		
7. Are there provisions for determining the level of evaluatees' involvement in professional association activities?		
8. Are there provisions for assessing teachers' knowledge of other curriculum areas that are relevant to their teaching assignment?		
9. Are there provisions for assessing teachers' understanding of the specific contribution to be made to the overall curriculum by their particular assigned teaching position?		
10. Are there provisions for assessing whether or not students receive fair treatment by teachers?		
11. Are there provisions for investigating and resolving conflicting or inaccurate provisions within position descriptions?		

STANDARD A-2: WORK ENVIRONMENT

A-2: The context in which the evaluatee works should be identified, described, and recorded, so that environmental influences and constraints on performance can be considered in the evaluation.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for considering and recording the availability and appropriateness of instructional facilities and materials (e.g., photocopiers, AV equipment, accessible library, texts, and other instructional media and materials)?		
2. Are there provisions for considering and recording the condition of the building, room, or other facility in which the performance is being assessed?		
3. Are there provisions for considering and recording availability of professional, paraprofessional, and secretarial support services to the teacher?		
4. Are there provisions for considering and recording student characteristics as they affect teacher performance?		
5. Are there provisions for considering the adequacy and appropriateness of school rules and regulations as they affect teacher performance?		
6. Are there provisions for considering in the evaluation the number of students the teacher must work with during the day?		

STANDARD A-3: DOCUMENTATION OF PROCEDURES

A-3: The evaluation procedures actually followed should be documented, so that the evaluatee and other users can assess the actual, in relation to intended, procedures.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for the use of a district-governing-board-approved evaluation procedure?		
2. Are there provisions for the use of district-governing-board-approved evaluation forms?		
3. Are there provisions for recording performance ratings based on established criteria?		
4. Are there provisions for keeping written records of conferences with individual evaluatees associated with performance evaluation?		
5. Are there provisions for including all sources of evaluation data in evaluation reports?		
6. Are there provisions for informing evaluatees in writing of the established procedures?		

STANDARD A-4: VALID MEASUREMENT

A-4: The measurement procedures should be chosen or developed and implemented on the basis of the described role and the intended use, so that the inferences concerning the evaluatee are valid and accurate.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for collecting evaluation information from a variety of sources?		
2. Are there provisions for ensuring that sources of evaluation information used conform with evaluation system guidelines?		
3. Are there provisions for evaluating performance against clear descriptions of performance criteria?		
4. Are there provisions for involving stakeholders in determining the appropriateness of purposes, criteria, processes, and instruments used in evaluation?		
5. Are there provisions assuring that agreed-on sequences will be carried out in the evaluation process?		
6. Are there provisions for limiting evaluation to assessing agreed-upon performance criteria?		
7. Are there provisions for clearly and precisely describing data on which evaluation is based?		
8. Are there provisions for assuring that the instruments and processes accurately evaluate the intended system purposes and criteria?		

STANDARD A-5: RELIABLE MEASUREMENT

A-5: Measurement procedures should be chosen or developed to assure reliability, so that the information obtained will provide consistent indications of the performance of the evaluatee.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for training observers to apply evaluation criteria consistently and objectively?		
2. Are there provisions for training of evaluators in the intended use of procedures and instruments?		
3. Are there provisions for testing the consistency of procedures across evaluators and making changes indicated by the findings?		
4. Are there provisions for ensuring consistency of instruments throughout the district?		
5. Are there provisions for pilot testing changes in procedures and instruments before full implementation to assure their consistency?		

STANDARD A-6: SYSTEMATIC DATA CONTROL

A-6: The information used in the evaluation should be kept secure, and should be carefully processed and maintained, so as to ensure that the data maintained and analyzed are the same as the data collected.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for training those who handle and process evaluation information to perform their tasks with appropriate care and discretion?		
2. Are there provisions requiring that a sign-out procedure be followed when removing files from storage?		
3. Are there provisions for identifying person/position and reason for addition to or removal of materials from personnel evaluation files?		
4. Are there provisions for maintaining backup files in a secure location?		
5. Are there provisions for requiring evaluation documents to be labeled ORIGINAL or COPY?		
6. Are there provisions for developing and maintaining an appropriate filing system, so that information can be easily and accurately retrieved when needed?		
7. Are there provisions to ensure that files removed from storage locations will be returned in their original form?		
8. Are there provisions for informing evaluatees of the distribution (to whom, when, and why) of evaluation reports?		

STANDARD A-7: BIAS CONTROL

A-7: The evaluation process should provide safeguards against bias, so that the evaluatee's qualifications or performance are assessed fairly.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for prompt third party reviews of appeals?		
2. Are there provisions for monitoring the evaluation process so it will not focus on aspects of performance or personal activities irrelevant to identified roles?		
3. Are there provisions for reporting relevant information even if it conflicts with the general conclusions or recommendations?		
4. Are there provisions for the evaluator and teacher to jointly review the draft evaluation report?		
5. Are there provisions for having written feedback from the teacher regarding the teacher/evaluator conference?		

STANDARD A-8: MONITORING EVALUATION SYSTEMS

A-8: The personnel evaluation system should be reviewed periodically and systematically, so that appropriate revisions can be made.

(ANSWER "YES" OR "NO" FOR EACH HEADING)

Questions about your evaluation system relative to the standard.	Evidence Found in PRINT	Evidence Found in PRACTICE
1. Are there provisions for determining the positive effects of teacher evaluation on the results of schooling?		
2. Are there provisions for budgeting sufficient resources and personnel for periodic review of the evaluation system?		
3. Are there provisions for reviewing policies and procedures of evaluation to determine if they are still appropriate and effective?		
4. Are there provisions for comparing evaluation plans to actual practice?		
5. Are there provisions for periodically surveying staff to obtain critiques and recommendations related to evaluation policies and procedures?		

INDIVIDUAL STANDARD SUMMARY

Standard: _____ Standard Title: _____

STRENGTHS	WEAKNESSES	IMPROVEMENT RECOMMENDATIONS

JUDGMENT CHECKLIST: The Standard is:

- _____ met
- _____ partially met
- _____ not met
- _____ not applicable
- _____ insufficient information

STANDARDS SUMMARY

STANDARDS	STRENGTHS	WEAKNESSES	JUDGMENT	RECOMMENDATIONS
P-1 SERVICE ORIENTATION				
P-2 FORMAL EVALUATION GUIDELINES				
P-3 CONFLICT OF INTEREST				
P-4 ACCESS TO PERSONNEL EVALUATIONS				
P-5 INTERACTIONS WITH EVALUATEES				
U-1 CONSTRUCTIVE ORIENTATION				
U-2 DEFINED USES				
U-3 EVALUATOR CREDIBILITY				
U-4 FUNCTIONAL REPORTING				
U-5 FOLLOW-UP AND IMPACT				

F-1 PRACTICAL PROCEDURES				
F-2 POLITICAL VIABILITY				
F-3 FISCAL VIABILITY				
A-1 DEFINED ROLE				
A-2 WORK ENVIRONMENT				
A-3 DOCUMENTATION OF PROCEDURES				
A-4 VALID MEASUREMENT				
A-5 RELIABLE MEASUREMENT				
A-6 SYSTEMATIC DATA CONTROL				
A-7 BIAS CONTROL				
A-8 MONITORING EVALUATION SYSTEMS				

D. Teacher Evaluation Processes and Data Sources

In designing an evaluation system, districts will want to address local issues as well as meet the requirements of AS14.20.149. For most districts, a functioning evaluation system will have formative as well as summative uses.

Stufflebeam, Director of the Evaluation Center at Western Michigan University, distinguishes these two uses:

Formative evaluation: An evaluation conducted during an enterprise (course, program, project, service, etc.) designed to provide the educator(s) with:

- ongoing assessments of student needs, education plans and operations, and achievement trends
- interim assessments of the merit and worth of the performance
- periodic recommendations for improvement

Summative evaluation: An evaluation conducted after the completion of a course, project, or service to provide consumers or other decision makers with conclusions about the merit and worth of the object, plus recommendations about whether it should be retained, altered, purchased and used, or discharged/eliminated. Thus, summative evaluation supports accountability.⁷

With respect to professional educator evaluation, formative processes seek continuous improvement of performance while summative evaluation allows districts to make decision concerning employment. While AS 14.20.149 focuses primarily on summative evaluation, the concern for plans of improvement speak somewhat to formative purposes.

Research and expert opinion caution practitioners about the difficulty of using one system for both ends. While not impossible to do so, care must be taken in both the design of the system and its implementation to clearly delineate how information from various performance assessment instruments and processes will be collected, analyzed, used and stored. Expert opinion suggests that some processes, such as teacher self-evaluation and peer evaluation, are best used formatively. Other processes, such as observation and parent/student surveys can be used for both.

Whatever the purpose of the evaluation system, research is adamant that no one technique or data source alone provides sufficient information. Experts are unanimous in recommending multiple sources. The following sections explore the use of multiple sources in some detail and then provide a discussion of the sources most commonly used.

⁷ Stufflebeam, Daniel L., *Evaluating School District Students, Programs and Personnel: A Unified Approach*, National Evaluation Institute (NEI), July 1996

1. Multiple Data Sources

What is required?

Although observation is the only evaluation technique to be spelled out in HB 465, the legislation also requires “an opportunity for students, parents, community members, teachers and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation” (AS 12.20.149(b)(7)). In order to obtain this information, districts will need to use data sources other than classroom observation.

The performance standards adopted by the Department of Education address teacher and administrator responsibilities beyond the classroom, such as parent and community involvement and participation in professional activities. These extra-classroom responsibilities also will need to be assessed using techniques other than classroom observation. 4 AAC 04.205(c)(1) allows a district’s evaluation system to “provide a variety of assessment strategies”.

What is “best practice”?

In the January, 1995, issue of *Education Perspectives*, Andrew McCinnery states that

the necessity for using multiple sources of data in the evaluation of school professionals... is a basic and central principle of educational measurement in that any one data source or instance of measurement is simply one sample of behavior, and the greater the variety and number of samples taken the better (more reliable) the representation of performance over time...However basic to educational measurement, this is not a trivial issue for systems of educational personnel evaluation. As Scriven points out...by far the predominant model for evaluating school professionals' performance is the 'inspection model,' a system relying exclusively on a tiny number of work observations, many of which are preannounced. There is consensus among the authors that such a system is wholly inadequate.⁸

In a memo from the Teacher Evaluation Model Project (TEMP) conducted by CREATE, Scriven elaborates on the need to use multiple sources and lists possible sources. (Full-text copy of the memo is contained on the CREATE Teacher Evaluation Kit CD-ROM included with this *Handbook*).

According to Scriven, the sources used should:

⁸ McCinnery, Andrew, *Common Ground: A Unified Approach To Educational Personnel*, Evaluation Perspectives, Volume 5, Number 1, January, 1995, CREATE

1. bear on at least one of the domains and attributes covered by the teacher evaluation system;
2. be directly (not statistically) related to the quality of the teaching by the individual being evaluated;
3. (ideally) be readily available or easy to collect;
4. be reasonably accurate and objective; and
5. should, taken together, cover the full range of significant responsibilities of the teacher.

He goes on to state that

Multiple sources of data should, wherever possible, be used for each attribute referred to in the process of teacher evaluation. The use of multiple sources includes the use of several judges (e.g., several teachers, or two teachers, a parent, and some students) but also the use of several different types of data to draw conclusions about an attribute (e.g., school records and the principal's recollections).

Apart from mutual confirmation, however, the use of multiple data sources sometimes turns up entirely new information about a teacher's level of performance or range of contributions. These advantages have to be balanced against the increase in cost of evaluating teachers through using multiple sources.

When two or more sources of data or information on the same attribute conflict, an effort should be made to determine why they do not support each other (e.g., recheck the accuracy of the sources or measures, the recency of the information, the use of samples collected on different occasions--typical day vs. bad day).⁹

His list of sources is extensive, but is intended as a catalog from which districts can pick and choose. It is reproduced here to help districts think more broadly about what could be used.

SOURCES¹⁰

People: Educators

- | | |
|---|--|
| <ul style="list-style-type: none"> • Teacher (self) • Supervisors/administrators: • On-site: (principal, assistant principals, department chairpersons, supervisors) | <ul style="list-style-type: none"> • Off-site: (superintendent, assistant superintendents, directors of instruction, directors of personnel, school board members) • Other teachers (same site or other site): <ul style="list-style-type: none"> ⇒ Peers ⇒ Mentor teachers |
|---|--|

⁹ Scriven, M., Wheeler, P., & Haertel, G. D., *Sources Of Data For Evaluating Teachers*, Temp Memo 7, CREATE, 1992

¹⁰ Ibid.

- ⇒ Resource teachers
- ⇒ Specialists
- ⇒ Team teachers
- ⇒ Substitute teachers
- Other staff (same site or other site):
 - ⇒ Paraprofessionals, aides
 - ⇒ Program managers
 - ⇒ Counselors
 - ⇒ School psychologists
 - ⇒ Nurses
 - ⇒ Librarians
 - ⇒ Tutors
 - ⇒ Classified staff
- Institutions of higher education:
 - ⇒ Teacher trainers
 - ⇒ College faculty associates
 - ⇒ Student teachers
 - ⇒ Student teacher supervisors
 - ⇒ Subject matter specialists
 - ⇒ Admissions officers re acceptance rate
- Others:
 - ⇒ State officials, inspector generals
 - ⇒ Assessors
 - ⇒ Evaluators
 - ⇒ Researchers
 - ⇒ Union representatives
 - ⇒ Inservice training providers
- ⇒ Classroom (e.g., tests, texts, assignments, projects, work samples, other measures of progress)
- ⇒ School (e.g., tests, awards, grades/GPA, attainment of school proficiency and achievement standards)
- Teacher files:
 - ⇒ Teacher's personnel files (school, district)
 - ⇒ Teacher's college records
 - ⇒ Teacher's inservice training/professional development records
- School records:
 - ⇒ Student attendance levels
 - ⇒ Class achievement measures
 - ⇒ Teaching and other assignments (e.g., original job description, subjects taught, numbers and types of students, new subject/grade level assignments)
 - ⇒ Discipline referrals
 - ⇒ Requests from students/parents for assignment to/transfer from the teacher or with other comments
 - ⇒ Principal's or other evaluator's assessments
 - ⇒ Library records on materials assigned, etc.
 - ⇒ Computer and other lab records on use, difficulties

People: Others

- Current students
- Former students
- Parents
- Alumni
- Community representatives and agencies
- Employers

Existing Records and Data

- Student files:

Teacher Products

- Statements of goals and objectives for the teacher's own students, courses
- Lesson plans (short-term, long-term)

- Classroom rules and procedures
- Assessment strategies used
- Materials, equipment designed or adapted
- Tests (with scores, grades, comments), classroom activities, and assignments
- Feedback reports to students
- Communications with parents, students, other staff (e.g., telephone logs, conference records, notes, letters, progress reports)
- Videotape, audiotape, photographs of the teacher at work or of the classroom
- Teacher logs, journals
- Personal development plans
- Evidence of participation in and impact on school/district/state committees, community activities, non-school work assignments, special training, professional associations, mentoring, leadership roles, etc.
- Teacher's resume/vita
- Explanations and reflections by the teacher
- Other teacher artifacts (e.g., projects, photos, tapes, resource collections, reports, papers, speeches, workshops, displays, research studies)
- Teacher portfolio, including much of the above, but possibly also evaluations of materials, tests, texts, references and resources, school plans, self, self-development plan, etc.
- Letters of recommendation and support
- Newspaper articles
- Student performances, products (e.g., athletic events, concerts, plays, school newspaper, photographs, paintings, furniture from woodshop class)

Other Products

- Program and school improvement plans, evaluation reports on and by teacher
- Awards, honors, scholarships

Wheeler, in a recent memo from the Teacher Evaluation Models Project at CREATE, suggests several criteria which districts should consider before selecting assessment methods and instruments. These include:

- the purpose of the evaluation system
- the criteria to be covered by the evaluation system, and the domains and indicators associated with those criteria
- the individuals who will collect the assessment data or administer the assessment instruments, including the teachers being evaluated, administrators, supervisors, peers, and mentors or professional support providers
- the individuals who will use the assessment data, including the teachers being evaluated, administrators, supervisors, evaluators, and mentors or professional support providers
- resources available for teacher evaluation (e.g., people, time, equipment, rooms, materials)
- technical issues including relevance to the job, fairness and objectivity, validity, accuracy, reliability and consistency, and comparability across teaching assignments
- legal issues including authenticity, appeals procedures, compliance with union agreements,
- confidentiality of information and materials, and protection against misuse of the data or procedures associated with the assessment¹¹

She also describes several possible methods which could be used to assess teacher performance.

Anecdotal record - a short narrative report or summary of an event or activity related to the performance of a teacher.

Assessment center - the process of using simulation techniques to measure performance. This term does not refer to a location, but instead to an assessment approach that could be implemented in any of several locations.

Checklist - an instrument that specifies criteria or indicators of merit on which the assessor marks the presence or absence of the attribute being assessed.

Interview - a series of verbally delivered questions designed to elicit responses concerning attitudes, information, interests, knowledge, quick-response skills, and opinions. The interview can be done in person or by telephone, and conducted one-on-one or with small groups of teachers. Three major types of interviews are structured, semistructured, and unstructured; these differ in the degree of specificity of the questions to be asked of the teacher and in the extent to which the interviewer can ask prompts and follow-up questions.

¹¹Wheeler, Patricia H., *Assessment Methods For Use In Evaluating Teachers*, TEMP Memo 12, CREATE

Log - a journal or diary, maintained by the teacher, assessor, supervisor, or administrator, that includes such topics as decisions, plans, activities, results, changes, and reflections. The log can serve as a source of background and contextual information for use by the evaluator or can be included as part of a portfolio.

Observation - the careful recording of evidence and notes while watching the teacher. Observations typically occur in the teacher's own classroom, but they may also occur in other settings (e.g., playground, staff meeting, parent-teacher conference) or may be based on audiotapes or videotapes. Observation approaches include checklists, coding forms, frequency counts, guided note-taking records, rating forms, and scripting.

Paper-and-pencil test - a set of items, questions, or problems to be answered by the teacher in writing or by marking an answer document.

Portfolio - a purposeful collection of documents concerning a teacher's performance (e.g., testimonials, student learning outcome reports, peer evaluations, samples of students' work), and of products produced by the teacher (e.g., lists of instructional activities, critiques of textbook chapters, action research results, self-evaluations, reflective essays, videotapes of lessons, teacher-made unit tests).

Questionnaire - an instrument consisting of a series of queries and statements that is used to collect data, reactions, and information from a teacher concerning such factors as educational background, goals and objectives, instructional plans, teaching context, attitudes, opinions, and professional activities, and from others (e.g., students, peers, aides, parents) concerning the teacher's performance.

Rating form - an instrument on which the magnitude or degree of some aspect of teaching is indicated. Such forms may use a numerical continuum (e.g., 1-2-3-4) or a descriptive continuum (e.g., excellent-good-fair-poor; frequently-fairly often-rarely-never).

Student learning outcomes - measurements of student achievement of knowledge and skills and other educational outcomes, such as improved student attitudes and behaviors, that should have been taught to them by the teacher being evaluated. This term covers acquisition, retention, application, transfer, and adaptability of knowledge and skills. Examples of such outcomes sometimes used in teacher evaluation are standardized test score reports and student portfolios.

Track record - a summary of past events and accomplishments related to a teacher's performance. In addition to information about past teaching performance, a track record may include details of further education and training completed, conferences and meetings attended, and awards received by the

teacher and his/her students. Such information may be included in a teacher's portfolio.

Videotape, Audiotape - a recording of a teacher performing such tasks as implementing an instructional activity, participating in an activity with other teachers, and conferring with parents or other staff.

Work sample task - the use of actual or typical teaching activities to assess performance (e.g., asking a teacher to prepare a homework assignment for a designated chapter in his/her class, or to judge four student portfolios and write progress reports for each to be sent to the parents).

Work simulation task - a surrogate or imitation of a sample task for a teacher (e.g., asking a teacher where to go to locate resources on an instructional topic, or asking a teacher to draft an outline of a potential new unit/course for use in informing parents about it).

Wheeler concludes that it is important to use a variety of assessment methods as well as multiple data sources because "some domains are more appropriately measured by one or two of these methods and other domains by different methods."¹²

She gives the following examples:

1. The *teacher's knowledge of the subject matter* can be better assessed through portfolios, paper-and-pencil tests, and interviews than observations.
2. *Communication skills and management skills* are better assessed through classroom observation and student ratings.
3. Portfolios and questionnaires are probably most appropriate for assessing such domains as the *assessment of students and the teacher's service to the profession*.¹³

In a related article, Wheeler discusses how to use the results from multiple sources. She states that "to make decisions about career and personnel actions (e.g., licensure, tenure, retention/dismissal), data must be synthesized in some appropriate manner and subjected to prespecified decision rules."¹⁴ This is particularly true when data from one source contradicts that from another source.

Wheeler identifies three different models which could be used to synthesize data. The differences between the models become rather striking when dealing with conflicting results from different data sources, as can be seen in the example below.

Compensatory Model

¹² Ibid.

¹³ Ibid.

¹⁴ Wheeler, Patricia H., *Models For Using Multiple Results To Make Teacher Evaluation Decisions*, TEMP Memo 16, CREATE

In a compensatory model for using multiple results, weak performance on one measure or attribute can be traded off against strong performance on others in coming to a decision or calculating a total score.

Usually, compensatory models have a minimum required level of performance whereby there are limits to how "overscores" in one area can offset "underscores" in another area. A teacher might be allowed to received an "unacceptable" level in some of the five domains, but not in other domains (those regarded as critical; for example, instructional competence) if he/she is to continue being employed as a teacher.

Conjunctive Model

The conjunctive model for using multiple results requires that the teacher attain a minimum level of performance--a cutoff or passing score--on each of the measures within an attribute or domain, and/or across all measures within each attribute or domain.

A conjunctive model requires that the teacher attain a minimal level of performance or score on each of the measures and across all domains; but within the hierarchy of criteria, domains, and elements or across the various measures within the domain or element, the compensatory model could be applied.

Disjunctive Model

The first two models require some minimum level of performance by the teacher for all domains and/or on all measures. In the disjunctive model, this is not the case. A teacher may only be required to have an acceptable level of performance on one of multiple measures.

This model is defensible in areas where there are several ways to demonstrate satisfactory performance or multiple measures of the same attribute. The disjunctive model may also be appropriate in cases where retakes are permitted; in these cases, users may consider only the highest score or a typical/average score or the most recent score, and drop the other scores on the same assessment from consideration.

It is inappropriate to use the disjunctive model for combining performance results across all domains relevant to satisfactory teacher performance, since all five domains in the duties of the teacher evaluation system are essential to the profession of teaching and no teacher should be excused from demonstrating some minimum level of performance in each domain.¹⁵

¹⁵ Ibid.

Examples for Each Model for Four Assessments of One Domain

Model	Assessment				Decision
	A	B	C	D	
Compensatory					
Teacher 1	Pass	High Pass	Barely Fail	Pass	Pass (B offsets C)
Teacher 2	Pass	Barely Fail	Pass	Pass	Fail (B not offset)
Conjunctive					
Teacher 3	Pass	Pass	Fail	Pass	Fail (must pass C)
Teacher 4	Pass	Pass	Pass	Pass	Pass (passed all)
Disjunctive					
Teacher 5	Fail	Pass	Fail	Fail	Pass (must pass only one)
Teacher 6	Pass	Pass	Pass	Fail	Pass (only had to pass one)

Wheeler concludes her discussion by noting that

Whatever model is adopted, the policy must state the rationale for selecting a given model. The procedures for implementing the model and the process of using multiple results for decision-making must be provided, with adequate lead time, to all involved, including the teachers being evaluated. Evaluators must be carefully trained and monitored on an ongoing basis to ensure that the models are implemented fairly and accurately. The possibilities for retakes of each assessment used must be recognized and an appeals process should be in place so that teachers can request another assessment or can challenge decisions based on the use of these models. Exceptions to the procedures and the decision rules should be made with care; once one exception is made, there will likely be pressure to make more exceptions. A review of the appropriateness of the model and the decision rules based on it should be made at least every three years and changes made if needed.¹⁶

What are some examples of actual use by districts of multiple data sources?

Many Alaskan districts use information from students and parents as well as classroom observations in their evaluation programs. Others have a peer evaluation process which is used for formative but not summative purposes. Nationwide, some districts and states (for example, Tennessee) use student achievement data; however, the valid use of such information requires fairly elaborate statistical manipulation to factor out variables outside of the teacher's control. No single district reviewed in Alaska or elsewhere as yet uses the rich variety of data sources identified by the literature.

¹⁶ Ibid.

Where can I get additional information?

The CREATE CD-ROM included with the *Handbook* has some additional information on multiple data sources. Kenneth D. Peterson's *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices* (included in the Evaluation Resource Kit available from the Department of Education) contains a thorough discussion of various sources.

Additional written information on the use of multiple sources of data for evaluating teachers, identified by Scriven in the article cited above, are cited in the Resources section of this *Handbook*.

2. Portfolios/Dossiers

Using multiple sources of data is intended to lead to more authentic evaluation, defined by Peterson as “realistic in content and performance and comprehensive in scope and inclusion. Authentic means that the full educative experience itself (materials, goals, people, knowledge, behaviors, attitudes, changes and results) is captured and considered for its impact, merit and worth.”¹⁷

But the use of more and varied information raises questions about how this information can be organized and presented to evaluators. This concern has led to the development of teacher portfolios and, more recently, dossiers. Both are discussed in this section.

What is required?

Neither the statute nor regulations concerning certificated personnel evaluation address how the information is to be organized. Therefore, districts should consider the use of portfolios/dossiers from the point of view of local usefulness.

What is “best practice”

A portfolio is a collection of materials representing complex work. As used in teacher evaluation, it refers to “a purposeful collection of materials by and/or about the teacher being assessed, which can be kept in a folder, a box, a notebook, or a similar device for storing a collection of materials.”¹⁸

In an article on the advantages and disadvantages of portfolio use, Wheeler summarized research findings as follows:

Portfolios can increase the coverage of teacher behavior when used with other assessment methods, can provide increased situational specificity for the setting or context within which the teacher is working, can be used in conjunction with other assessment methods, can provide evidence to support evaluation judgments and to verify data obtained through other assessment methods, and can be tailored to different teaching assignments. The compiling of portfolios provides opportunities for increased professional development, motivates teachers to improve, promotes self-evaluation, and increases the understanding of the profession of teaching.

Potential disadvantages include the lack of representativeness of portfolio items, the impact of portfolio appearance on scoring, the risk of cheating and plagiarism,

¹⁷ Peterson, *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices*, Corwin Press, 1995, p. 183

¹⁸Wheeler, Patricia H., *The Advantages And Disadvantages Of Using Portfolios In Teacher Evaluation*, TEMP Memo 14, CREATE

high costs to compile and to score, and the possibility of becoming a useless paper chase.

Simply collecting materials for a portfolio is of little value; its value lies in the use of the portfolio with other assessment, development, and evaluation processes. Portfolios should be used in conjunction with other assessment methods and to obtain evidence not available through other methods.¹⁹

Peterson suggests the use of dossiers rather than portfolios. He defines a dossier as a collection of documents related to a specific matter. Although the terms “portfolio” and “dossier” are used somewhat interchangeably, Peterson suggests that the differences are nontrivial. “Dossiers are much more compact, processed and usable for judges of teacher quality.”²⁰

Central to the difference is the notion of compression developed by Scriven. Through the compression process, the voluminous information collected from multiple data sources is summarized, abstracted and, in some cases, subject to review by subgroups prior to submission to the final evaluator(s).

In order to make the dossiers usable and fair, Peterson suggests that districts establish guidelines for length, credibility of documentation, protection of due process and expectations for performance.

What are some examples of actual district use of portfolios or dossiers in evaluation?

No district submitting information reported the use of portfolios or dossiers. However, Wheeler gives an example of portfolio contents based on the five domains of Scriven’s duty-based evaluation system. A similar schematic could be developed using the teacher standards rather than the domains.

For dossiers, Peterson gives a sample of district guidelines for development and examples of possible content.

¹⁹ Ibid.

²⁰ Peterson, op. cit., p. 188

(Wheeler)
SAMPLE PORTFOLIO CONTENTS

Domain	Item
Knowledge of Subject Matter	Reviews of two possible new textbooks.
	A list of subject-related courses completed and workshops or conferences attended during the past year.
	A reflective commentary on how to integrate art and science instruction.
Instructional Competence	A list of instructional activities for a unit.
	Statement of instructional goals and objectives for the year.
	A reflective essay, written at the end of the first semester, on progress toward meeting the instructional goals and objectives.
	Teacher's rationale for sequencing instructional topics.
	Given a math problem, teacher provides three approaches to solving it.
	Given a poem, teacher writes an essay on how different students might interpret it, given their backgrounds.
	Videotape of the teacher presenting a lesson in the classroom.
	A copy of the signed Standard First Aid training card from the Red Cross.
	A list of those school and community sources of materials with which the teacher is familiar and which have been used in the past semester.
	A log on the use of available technology by the teacher and by the students.
Assessment Competence	Photographs of three teacher-made displays used in instruction.
	Copies of two teacher-made unit tests or summaries of student assessment procedures.
	A copy of the scoring rubrics used for a student project or report.

	An essay describing the teacher's record-keeping system and how it is used to monitor student progress.
	Samples of graded student work with comments from the teacher written on them.
	Samples of the progress reports/letters sent to parents at the end of the first and third quarters.
Professionalism	Record of participation in the school's professional development program activities this year.
	Log of service, support to other teachers at the school this year.
	Samples of written feedback to students of different backgrounds and ability levels to see if the feedback is fair and reasonable, given the ability level and background of each student.
	Copies of any materials submitted to professional newsletters and journals.
	Information on any awards received related to teaching (e.g., certificate, letter, newspaper article)
Other Duties to School, Community	Copies of committee membership lists on which the teacher served this year.
	List of after-school activities that the teacher supervised this year

(Peterson)
SAMPLE DOSSIER GUIDELINES

1. Dossiers should be no more than 15 pages consisting of 8 1/2 x 11 in. paper. They should be bound with a heavy paper cover.
2. Dossiers should contain at least four data sources.
3. Each data source must follow the guidelines for that data source, as supplied by the Evaluation Unit.
4. District forms must be used. Alterations to the form (item deletion, editing or additions) must be clearly indicated and explanations attached. This is not to discourage alterations, but to make them notable.
5. The following sources must be collected and notarized by the Evaluation Unit: pupil survey, parent survey, peer review, systematic observation and administrator report.
6. The Evaluation Unit must keep no records recalled by the teacher.
7. The following are guidelines for quality on certain data sources:
 - Parent surveys, pupil surveys: 1 standard deviation below mean
 - Teacher tests: above 40th percentile on national norms
 - Peer reviews, administrator reports: “contributing, well functioning”
8. Back up documents must be kept in accordion folders.²¹

²¹ Ibid., p 191

(Peterson)
SAMPLE DOSSIER CONTENTS

Teacher A

Documentation of Professional Activity: 2 pages
Peer Review summary reports (1984, 1991): 2 pages
Student report data (1984-1994): 2 pages
Administrator reports: 4 pages
Parent survey data (1984-1994): 2 pages

Teacher B

Student achievement data (alternate years after 1985): 3 pages
Teacher test scores report: 1 page
Documentation of Professional activity: 2 pages
Systematic observation report: 3 pages
Administrator reports: 1-page summary
Extend parent comments (reduced): 4 pages, with peer comments; Evaluation Unit
description of comment selection

Teacher C

Administrator reports: 4 pages
Annual report of Community Art Festival (reduced; 1980-present): 6 pages. Created by
Teacher C, Student community learning projects
Student report data (1984-present): 3 pages
Parent report data (1992 focus group; alternative years after 1988): 2 pages²²

²² Ibid., p. 189

Where can I get more information?

In TEMP Memo 15 (on the enclosed CD-ROM), Wheeler discusses at some length *What Should be Included in a Teacher's Portfolio*. ERIC contains additional information on portfolio use. Alaskan teachers who have undergone the certification process for the National Board for Professional Teaching Standards have developed extensive portfolios and would be a good source of information on advantages and disadvantages.

Peterson's full discussion in *Teacher Evaluation* is probably the most up-to-date source currently on dossiers. He is also available for consultation with school districts. Contact phone numbers and address are found in the Resource section of this *Handbook*.

3. Specific Data Sources

a. Observations

What is required?

AS 14.20.149(b)(2) requires at least two observations of each nontenured teacher annually. Each tenured teacher must be evaluated annually (unless the district adopts a two-year cycle for tenured teachers who consistently exceed local performance standards) and this evaluation must be "based on observation of the employee in the employee's workplace."

What is "best practice"?

Although probably the most widely-used technique for teacher evaluation, observation receives relatively bad press in the literature—at least as it is currently conducted. Peterson cites several limitations of "teacher evaluation by looking":

First, visits change the teaching performance itself. Announcing the visit ahead of time makes the alteration worse. Second, a visit (or even several) is just too small a sample of the teaching behavior to make any judgment. Third, the personal and social relations between observer and teacher (positive or negative) threaten the accuracy of reports. Fourth, research has produced no systematic links between what is observed in a classroom and student learning. Fifth, observers believe that their biases for certain teaching styles actually do represent a standard for good teaching; in reality, biases destroy a common ground for judging teacher quality. Finally, classroom visitors simply do not think the way that students do. In the long run, student perception of the classroom affects their learning, not the view of short-term adult guests in the classroom.²³

²³ Ibid., p. 153, based on Scriven

If observation is to be used, as it must be in Alaska, then Peterson cites several minimum requirements:

1. The observer is a neutral outsider to the school system, trained in observation techniques, having established reliability, and monitored for ongoing reliability
2. Observations are taken from a reliable number and timing of visits. Number of visits is based on stability (regularity) of teacher performance. Often this means six to eight or more unannounced visits.
3. Focus of observation is limited to a few categories of events, and not a wide-ranging collection of attractive but elusive, high-inferential themes.
4. Recording systems (checklists, narratives) are systematic, verifiable, permanent, and have reliability in practice established.
5. Data are analyzed with a single, coherent, limited, public, validated, and agreed-on conceptual framework, linked to student learning.²⁴

Most research and expert opinion on observation deals with the classroom teacher. However, Alaska law requires that evaluation of all certificated staff—principals, librarians, counselors, specialists—be based on observation. The evaluation literature is less thorough on observation in other than the classroom setting, although some information is included in the following sections on Specialist Evaluation and Evaluation of Administrators. As districts develop their own procedures, it would appear to be sound practice to take into account the following:

- observation should be based on the job description/performance standards of the position being evaluated
- the various types of certificated and specialist employees should have input in designing their evaluation system, including how observations are handled
- observation should be limited to specific, definable categories of behavior
- observation results should be recorded in a systematic manner
- training, rating scales and other mechanisms should be used to help assure consistency across observers
- observation data should be supported with information from other sources

What are some examples of actual district use of observation?

Virtually all districts use classroom evaluation in their evaluation systems. In some districts, it is the only method used. In others, it forms the core but is used in conjunction with other data sources.

With respect to the five criteria listed by Peterson above, no district submitting information uses observers from outside of the district. Nor can such observers be used for the purposes of AS 14.20.149, which requires persons conducting evaluations under the section to

²⁴ Ibid.

1. hold either a type B certificate or be a site administrator under the supervision of a person with a type B certificate and
2. be employed by the school district as an administrator

Nor do reporting districts observe with the frequency recommended by Peterson. Some districts do limit the observations to a few categories of events, most notably those districts which use clinical supervision or other systems directed at formative (improved teaching) rather than summative ends.

Most districts do use systematic recording instruments designed to bring some uniformity to the observation process. And some districts provide scales or rubrics to be used in judging performance with some consistency across observers.

Many districts use a pre-conference visit between the evaluator and teacher. The pre-observation conference

is an opportunity for the teacher to clarify with the evaluator both the evaluation process and the components of the instrument. It also gives the teacher an opportunity to identify areas in which he/she would like feedback. A pre-observation form may be completed by the staff member in preparation for the conference.

Since communication is so vital to the evaluation process, the pre-observation conference provides an opportunity for interaction that will reduce barriers and the level of concern for both the evaluator and the teacher²⁵.

Districts may also use a post-observation conference. The Thompson School District's procedure is typical in this respect:

A post-observation conference is required for each summative evaluation report. Research indicates the shorter the time span between the formal observation and the post-observation conference, the higher the potential for accurate feedback and the more successful the dialogue.

The conference will focus on discussion of the observation record and other factors deemed relevant to the performance of the teacher. The evaluator will share with the teacher indicators of performance observed, and the teacher will contribute additional indicators of performance related to the teacher's overall performance. In addition to the formal observation, data sources may include informal observations, lesson plans, samples of student products, records, or other appropriate materials to substantiate performances. Strengths and/or refinements will be discussed, in relationship to district performance standards and teacher goals. An improvement or growth plan for the forthcoming year should be

²⁵Thompson School District, *Evaluation Handbook*.

developed as soon as possible. The evaluator will maintain a written record of conference dates and matters discussed.²⁶

Samples of district rating scales and forms for recording information from classroom teacher observations are included on the following pages. No district reported on observation of other types of certificated employees.

²⁶ Ibid.

Rating Scales

The National Science Foundation Elementary Science Project CLASSROOM ATTRIBUTES

(The project has identified attributes to describe classroom observations. Although directed a science activities, the attributes could be used to describe gradations of regular classroom activity.)

Classroom Atmosphere

Rich in resources	←	→	Sparse
Conductive to student learning	←	→	Sterile
Hum of activity/Hands-on minds on working classroom	←	→	Stagnant
Stimulating	←	→	Boring

Classroom Management

Organized	←	→	Disorganized
Teacher is facilitator	←	→	Teacher is Drill Sergeant
Clear presentation of instruction/procedures	←	→	Confusing presentation of instructions/procedures
Instruction appropriately paced	←	→	Many student "not on board"

Student Engagement

Worthwhile activities	←	→	Isolated/rote activities
Students active learners	←	→	Students passive learners
Students are important sources of knowledge	←	→	Teacher controls knowledge flow
Student interactions meaningful/substantive activities	←	→	Limited interactions/ off-topic interactions

Presentation of Concepts

Use of real-world applications	←	→	Isolated concepts
Word problems mirror life	←	→	Word problems stress computation/rote activities
Use of patterns, diagrams, models	←	→	Routine algorithms
Questioning encourages multiple solutions	←	→	Questioning searches for "right answer"
Teacher comfortable with content/vocabulary	←	→	Teacher uncomfortable with content/vocabulary
Students comfortable with content/vocabulary	←	→	Students uncomfortable with content/vocabulary

Dallas (Texas) Public Schools RATING SCALE

(The Dallas evaluation system has developed a rating system to promote consistency across raters and to clarify meanings associated with points on the following rating scale.²⁷)

1	2	3	NA
no evidence	some evidence	substantial evidence	not applicable
1 = no evidence	this rating means that the appraiser/rater observed over a period of time and documented a behavior, or behaviors in contradiction or direct opposition to the behavior described by the indicator or that the appraiser/rater did not observe the behavior even though occasions arose that warranted certain behaviors. Furthermore, no evidence for the behavior was provided by the teacher. (E.g., if the appraiser observed inconsistency or unfairness in the application of rules, this would merit a score of "1." Also, if the appraiser observes one [or more than one] instance of student behavior that required the application of an established class or school rule yet there is no application of the rule by the teacher and the teacher subsequently provides no explanation for the lack of application, this would merit a score of "1.")		
2 = some evidence	this rating means that evidence provided by the teacher and/or collected by the appraiser through informal and formal observations still leaves room for doubt with respect to the accomplishment of a behavioral indicator: that is, attainment of the indicator is ambiguous or unclear (e.g. for item 13, "communicates learning expectations to students," if the teacher provides the appraiser a lesson/unit plan that delineates student objectives expectations, but it is not clear that these have been explained to and understood by students, this would merit a rating of "2.")		
3 = substantial evidence	this rating means that evidence provided by the teacher and/or collected by the appraiser through informal and formal observations leaves no room for doubt with respect to the accomplishment of a behavioral indicator; that is, attainment of the indicator is clear and unambiguous (e.g., for item 13, "communicates learning expectations," if the teacher provides the appraiser a lesson/unit plan that delineates student objectives/expectations and it is clear through observation and/or evidence provided by the teacher, that these have been explained to and understood by students, this would merit a rating of "3.")		
NA = not applicable	this rating means that no occasion arose to assess this behavioral indicator for this teacher (e.g., for item 25, "encourages positive classroom interaction" (students are in an instructional design where this item is not applicable, then this situation would merit a rating "NA")		

²⁷ Dallas Public Schools, Institutional Research, *Assessment of Teacher Accomplishments and Performance* (ATAP). Used with permission.


Forms for Recording Information from Observations

Juneau School District TEACHER EVALUATION FORM

(Juneau School District is piloting a teacher evaluation system which ranks teacher behaviors along a continuum, ranging from unacceptable or sub-standard, through acceptable to exemplary. Below is an example of such a continuum, applied to one of the districts performance standards.)

Standard 2: Classroom Management and Instructional Skills

It is the responsibility of the teacher establish and maintain a healthy social, emotional, physical and intellectual environment that is conducive to learning



Physical environment is an impediment to learning	Physical environment accommodates learning activity	Physical environment facilitates and promotes the learning activities that occur
Students are disengaged with little or no attempt to bring them back into the learning process	Most students are generally engaged in learning activities	Students are actively engaged in learning activities and student independence and initiative are promoted and encourages
Behavioral expectations are inconsistent/unclear/absent with a minimum of reinforcement	Behavioral expectations are clearly and publicly defined and conducive to student learning	Behavioral expectations are continually reinforced in a fair and consistent manner

Kenai

Williamsburg-James City (VA) Public Schools
TEACHER PERFORMANCE FORM

[This form provided as an example of how one form could be used to document multiple data sources (e.g., observation and portfolio review).]

Teacher _____ Date _____

Supervisor _____ Time _____

Directions: *This form is used for documenting observations and portfolio reviews. Please read the following statements carefully, then respond to the statements by checking (✓) the most appropriate descriptor based on the behavior of the teacher. Definitions for each of the terms is given at the end of the form. Please provide evidence for each responsibility.*

Area I: instructional Skills: Organizing for Instruction

* I-1 The teacher demonstrates current, accurate, and comprehensive knowledge of topics covered in the curriculum (knowledge of subject matter).

Clear Evidence	Partial Evidence	Little/no Evidence

Source: Observation Portfolios Other

Evidence:

* 1-2 Plans Instruction to achieve desired objectives which reflect division curriculum guidelines.

Clear Evidence	Partial Evidence	Little/no Evidence

Source: Observation Portfolios Other

Evidence:

* 1-3 Selects and creates comprehensive materials and resources compatible with students' abilities and needs.

Clear Evidence	Partial Evidence	Little/no Evidence

Source: Observation Portfolios Other

Evidence:

Definition of Terms

Clear Evidence:	Evaluator is confident that the responsibility is being met or exceeded.
Partial Evidence:	Evaluator observes an acceptable demonstration of a particular responsibility.
Little/No Evidence:	Evaluator observes such marginal demonstration of the responsibility that other evidence is necessary to substantiate the responsibility.
Evidence:	Examples of specific behavior that support the selected rating.

Where can I get more information?

Information on how to increase the validity of observations is found in Peterson's *Teacher Evaluation*. ERIC contains information on various systems of classroom observation. ERIC can be searched on-line through various vehicles, such as SLED, the Alaska State Library Network's Internet access. On-line search is also available through the Western Michigan Evaluation Center's Website: <http://www.wmich.edu/centers.html>.

b. Student and Other Surveys

Surveys solicit information from parents, students (current and past), and the community concerning the performance of certificated personnel.

What is required?

While AS 14.20 does not require districts to survey parents, teachers or community members, it does require that districts "provide an opportunity" for these groups to provide information on the performance of the teacher or administrator under review. Surveys are probably the least expensive and easy-to-use method of collecting this information. If used, survey items should reflect aspects of the local performance standards.

What is "best practice"?

Student Surveys: Peterson reports that "important, useful and reliable data can be obtained through student reports about teacher performance."²⁸ Students can be a main source of information about aspects of classroom activity and atmosphere such as degree of rapport between teacher and students, equity, motivation and opportunity for learning. Peterson warns, however, that there are limitations to student input. For example, students are not subject matter experts, they lack mature judgment, they are limited in their ability to take an overall perspective of the classroom and they may mistake popularity for effectiveness. Nevertheless, expert opinion appears to favor seeking student input on specific aspects of teacher behavior.

Peterson has some suggestions concerning an effective survey instrument:

- keep it short: 8 - 12 items that fit on one page
- focus on what a student can judge from his/her own experience rather than on what "everyone in the classroom" experiences
- assure anonymity
- have a neutral party administer the form

²⁸ Peterson, op. cit., p. 85

Peterson also warns that teachers may need training in and time to adjust to survey results, since many teachers have “unrealistic and vulnerable expectations for student report data.”²⁹

Other means of collecting student information about teachers are group interviews and focus groups. According to Peterson, group interviews involve a sample of rather than the whole class, are semi-structured question and answer sessions conducted and recorded by a neutral party. Although group interviews give more “perspective, detail and spontaneity” than surveys, they are also less representative and more expensive. Focus groups are “sessions for six to eight students discussing their views and ideas about a teacher for an extended period (45 minutes) with a lightly-structured set of questions but an expert leader”.³⁰ Peterson suggests that focus groups are valuable in formative evaluation. (See Chapter 6 of *Teacher Evaluation* for a more detailed discussion of Student Reports)

Parent Surveys: Peterson maintains that parents are a good source of information about certain aspects of teacher performance, specifically a teacher’s duties in dealing with parents and their child’s reaction to teacher performance. He proposes several guidelines for surveying parents and using the results.

1. Use a global item, such as "Were you satisfied with your daughter's or son's overall classroom experience as provided by this teacher?" as the central datum for evaluation decisions.
2. Include questions which elicit information about how involved parents have been with the school; for example “Have you asked the teacher for:
 - An overview of class content and goals?
 - Description of student's progress?
 - Ideas for home support of learning?”
3. Establish and publicize minimum return rate expectations. Peterson suggests 60% or two-thirds as district policy for expected return reliability. Expected rates should recognize that “some teachers, particularly at the high school level, may have difficulty in getting representative numbers of returned surveys. This may happen outside of their control and regardless of the quality' of teacher performance. Too few parent survey results can make interpretation difficult or inaccurate.”³¹
4. Take into account a number of factors in analyzing the results, such as age of pupil and differences in parent populations.
5. Help teachers interpret the information. Peterson reports that “teachers unfamiliar with objective teacher performance data are unrealistic in their own expectations for

²⁹ Ibid., p. 97

³⁰ Ibid., p. 98

³¹ Ibid. p. 142

results. Several years of experience are required for teachers to understand that less than perfect ratings are usual and positive.”³²

6. Vary the frequency of parent surveys. Peterson suggests annual surveys for the first years of teaching, tapering off to every three years for veteran teachers who have a consistent pattern of parental response.

As an alternative to surveys, Peterson suggests focus groups. Focus groups involve many fewer parents, but can provide more concentrated information. Peterson has the following suggestions:

- Focus groups should be arranged, conducted and interpreted by a person other than the teacher.
- A neutral environment, such as a home or the school library, facilitates discussion.
- A group of 6 to 10 is ideal.
- The goal is not consensus but “production of new ideas and perspectives for the teacher”.
- Participants should not know each other previously.³³

Community Member Surveys: No research or expert opinion was identified concerning surveys or other means of collecting information from community members (other than parents) concerning individual teacher or administrator performance.

What are some examples of actual district collection of student and/or parent information?

Several districts submitting information about their evaluation systems to the Department of Education reported using student, parent and community advisory board (Community School Committee) surveys of performance. The forms used by these districts follow.

³² Ibid.

³³ Ibid. p. 143

Student Information

Yukon-Koyukuk School District TEACHER EVALUATION

By students grades 1-6

	No				Yes
1. My room is a nice place to be	1	2	3	4	5
2. My room is a good place to learn new things	1	2	3	4	5
3. My room looks nice	1	2	3	4	5
4. My teacher knows where to find out about many things	1	2	3	4	5
5. My teacher helps me learn	1	2	3	4	5
6. My teacher makes things interesting	1	2	3	4	5
7. My teacher explains carefully	1	2	3	4	5
8. My teacher has many things for us to do	1	2	3	4	5
9. My teacher lets me help plan things to do	1	2	3	4	5
10. My teacher likes teaching	1	2	3	4	5
11. My teacher likes me	1	2	3	4	5
12. My teacher makes me feel important	1	2	3	4	5
13. My teacher is fair	1	2	3	4	5
14. My teacher is friendly	1	2	3	4	5
15. My teacher likes all the students just the same	1	2	3	4	5
16. My teacher likes to laugh sometimes	1	2	3	4	5
17. My teacher's voice is pleasant	1	2	3	4	5
18. My teacher likes kids	1	2	3	4	5
19. I like school	1	2	3	4	5
20. I like reading	1	2	3	4	5
21. I like spelling	1	2	3	4	5
22. I like math	1	2	3	4	5
23. I like art	1	2	3	4	5
24. I would like to have this teacher next year	1	2	3	4	5

This form to be distributed and collected by the principal.

Yukon-Koyukuk School District
TEACHER EVALUATION

By students grades 7-8

DATE_____ TEACHER_____ CLASS OR GRADE_____

Please circle a number after each question. If you have any comments to make about this teacher please write it on the bottom and back of this page.

	No				Yes
1. The teacher lets you express your opinions in class	1	2	3	4	5
2. The teacher makes class interesting	1	2	3	4	5
3. The teacher's assignments are clear and easy to understand	1	2	3	4	5
4. The teacher's assignments are fair	1	2	3	4	5
5. The teacher grades fairly	1	2	3	4	5
6. You can approach the teacher easily with problems	1	2	3	4	5
7. The teacher knows the subject material	1	2	3	4	5
8. The teacher speaks loudly enough	1	2	3	4	5
9. The teacher's voice is pleasant	1	2	3	4	5
10. The teacher is on time	1	2	3	4	5
11. The teacher likes me	1	2	3	4	5
12. The discipline in this class is fair	1	2	3	4	5
13. The teacher makes the classroom an attractive place to learn in (i.e., bulletin boards, classwork displays, desk arrangements, etc.)	1	2	3	4	5
14. I would like to have this teacher again	1	2	3	4	5

15. What do you like best about this teacher?

16. What do you like least about this teacher?

17. What do you like best about this class?

18. What do you like least about this class?

This form to be distributed and collected by the principal.

Yukon-Koyukuk School District
TEACHER EVALUATION
 By Students Grades 9-12

DATE_____ TEACHER_____ CLASS OR GRADE_____

Please circle a number to each of the following questions. Write any comments you may have about this teacher on page two.

	No				Yes
1. This teacher is pleasing and willing to help you	1	2	3	4	5
2. This teacher explains lesson assignments clearly	1	2	3	4	5
3. This teacher is interesting in presenting lessons	1	2	3	4	5
4. The teacher is fair and impartial to all students	1	2	3	4	5
5. This teacher is fair in disciplinary actions. (Punishing)	1	2	3	4	5
6. The teacher gives the students the choice of topics for discussion, assignments, reports, etc.	1	2	3	4	5
7. The teacher gives credit for effort, no matter how well or how poorly you may do	1	2	3	4	5
8. This teacher has control in the classroom	1	2	3	4	5
9. This teacher has the respect of the students	1	2	3	4	5
10. This teacher gets cooperation from students to participate in class activities	1	2	3	4	5
11. This teacher shows consideration for your feelings	1	2	3	4	5
12. This teacher is well prepared for class	1	2	3	4	5
13. This teacher is good-natured, pleasant, and patient	1	2	3	4	5
14. This teacher's dress and appearance are neat, clean and attractive	1	2	3	4	5
15. This teacher's grading system is a fair measure of what you have learned	1	2	3	4	5
16. This teacher is teaching you interesting and useful things	1	2	3	4	5
17. The teacher is supportive of students outside the classroom and after school. (i.e., basketball games, cheerleading, dances, and other extra-curricular activities)	1	2	3	4	5
18. The teacher is well received in the community	1	2	3	4	5
19. I'd like to have this teacher again.	1	2	3	4	5

20. What do you like best about this teacher?

21. What do you like least about this teacher?

Aleutians East Borough School District
STUDENT INPUT ON TEACHER, PRINCIPAL
OR STAFF PERFORMANCE

RATE AS 1 = ALWAYS TO 5 = NEVER

1) Can and does answer my questions.

1 2 3 4 5

2) Keeps the class/school organized.

1 2 3 4 5

3) Solves discipline situations fairly.

1 2 3 4 5

4) Interacts in a friendly, respectful, positive way.

1 2 3 4 5

5) Keeps us informed of news and changes.

1 2 3 4 5

6) Is reliable, dependable and dedicated to student success.

1 2 3 4 5

7) Sets a good example of work habits, attitude, appearance.

1 2 3 4 5

8) Sets high standards.

1 2 3 4 5

Comments:

Sample A:
Student Survey³⁴

The teacher:

1. Is kind and friendly.

*(symbols such as smiley faces would
be used on actual form)*

2. Shows me how to do new things.

3. Helps me when I need help.

4. Tries to make work interesting.

5. Listens to me.

Sample B:
Student Survey

The teacher:

1. Is courteous and respectful of me.

YES

NO

NA

2. Uses words I can understand

YES

NO

NA

3. Treats me fairly.

YES

NO

NA

4. Is usually well-prepared to work with me.

YES

NO

NA

5. Explains expectations clearly to me.

YES

NO

NA

Sample C:
Parent Survey

The teacher:

1. Communicated classroom expectations clearly.

YES

NO

NA

2. Made me feel comfortable about asking for information.

YES

NO

NA

3. Listened with an open mind to my suggestions and
information.

YES

NO

NA

4. Has been helpful in providing me with
information/suggestions on how I can help my child.

YES

NO

NA

5. Communicates effectively with me about my child's
progress.

YES

NO

NA

³⁴ Beers, Carol, et al, *Politics of Teacher Evaluation Systems*, NEI, July 1996

Parent Forms

Aleutians East Borough School District PARENT EVALUATION OF TEACHER. PRINCIPAL OR STAFF

0 = DISAGREE, 5 = AGREE

1) Is accessible and keeps me informed of my child's performance.

0 1 2 3 4 5

2) Provides for individual student differences - helps all students.

0 1 2 3 4 5

3) Demands high standards of conduct and self-control.

0 1 2 3 4 5

4) Keeps students on task and interested in the subjects.

0 1 2 3 4 5

5) Is concerned for students success and keeps an orderly, businesslike classroom.

0 1 2 3 4 5

6) Interacts with people in a positive friendly way.

0 1 2 3 4 5

7) Is a positive role model.

0 1 2 3 4 5

8) Keeps a productive professional relationship with parents.

0 1 2 3 4 5

Please list comments on opposite side.

Kuspuk School District
PARENT QUESTIONNAIRE

Please check one response per question and feel free to comment under any question.

Yes No Don't
Know

1. Have you personally met this teacher?

Comments:

2. Have you visited this teacher's classroom?

Comments:

3. Do you feel I have kept you informed of your child's progress and/or classroom problems?

Comments:

4. Do you feel free to contact me about any questions or problems?

Comments:

5. Do you feel you child's completed work is being sent home on a regular basis?

Comments:

6. Is you child enthusiastic about my class?

Comments:

7. Do you feel you child has shown improvement this year in the areas of:

- A. Reading
- B. Math
- C. Social Studies
- D. Science

Comments:

Yes No Don't
know

8. Do you feel my classroom is attractive with samples of the children's work on display?

Comments:

9. Are you satisfied with the conferences you have had with me?

Comments:

10. Do you feel I am friendly and receptive to your visits and assistance?

Comments:

11. Do you feel your child's homework is adequate?

I offer the following suggestions in order that the school or you class will better meet the needs of my child.

TEACHER NAME _____

1. Areas of Strength

I have visited your classroom this year Yes_____ No _____

This form to be distributed and collected by the principal.

(Peterson)
PARENT FORM

Teacher's name _____

Your child's teacher has asked for a survey of parents so that he or she can see your opinions. Please check the following items that describe your experience with the teacher. No individual parents will be identified with these survey forms. Thank you for helping.

Have you asked the teacher for: Yes No

1. An overview of class content and goals?
2. Description of student's progress?
3. Ideas for home support of learning?

Has the teacher provided you with

4. An overview of class contents and goals?
5. A description of the child's progress?
6. Ideas for home support of learning?

For each of the following, circle the number that best describes your opinion: Yes No Don't know

- | | | | | | | |
|---|---|---|---|---|---|---|
| 7. Did your child seem to know what was expected of him or her in this class? | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Did the classroom work seem to be the right challenge, not too hard or too easy? | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Were you satisfied with your daughter's or son's overall classroom experience as provided by this teacher? | 5 | 4 | 3 | 2 | 1 | 0 |

Comments for teacher (and for the professional file if he or she chooses.)

Community Surveys

Yukon/Koyukuk School District
Community School Committee (CSC)
ASSESSMENT OF SCHOOL ADMINISTRATOR

(Same form for Staff Assessment of Administrator)

Please take a moment to provide me with your input concerning my role as the school administrator as you see it. It is assumed that everyone has strong qualities as well as areas for improvement. It is important that you fill out both areas as they will help me improve my service to this school. This assessment is for my self-improvement only.

1. Areas of Strength

2. Areas for Improvement

I would like to meet with you to discuss the assessment: Yes_____ No _____

Signature_____ Date _____

Where can I get more information?

Chapters 8 and 10 of Peterson's *Teacher Evaluation* are excellent sources of ideas on obtaining information from students and parents. Reporting districts may also be contacted.

c. Peer Evaluation

What is required?

AS 14.20 requires that other teachers have an opportunity, along with students, parents and others, to provide information on the performance of the teacher or administrator under review.

What is “best practice”?

Again, Peterson provides the most up-to-date survey of research and expert opinion on peer evaluation. He defines peer evaluation or review as the “process in which teachers use their own direct knowledge and experience to examine and judge the merit and value of another teacher’s practice.” Although citing substantial benefits from using peer review, both for the reviewers and the teachers reviewed, he cautions that the most frequently-used form of peer review—classroom visitations—are unreliable due to “the few number of observations, judgments based on political considerations or friendships, and over-reliance on style preferences that have little to do with the objectives of teaching.” With respect to summative evaluation purposes, he quotes Centra’s warning that “colleague ratings of teaching effectiveness based *primarily* on classroom observation would in most instances not be reliable enough to use in making decisions on retention and promotion.”³⁵

In place of classroom visitation, Peterson recommends peer review of instructional materials such as:

Curriculum outline	Results of quizzes and tests
Schedules and timelines	Grade records
Sample instructional materials	Audiovisual and computer instruction
Reading lists	descriptions
Video and audiotapes	Lesson plans
Activity descriptions	Examples of written feedback
Tests	Classroom rules and discipline procedures
Comparisons with other similar classes	Handouts and worksheets
Examples of student work	Diagrams and photographs of room
	Messages sent to parents

What are some examples of actual district peer review processes?

Of the districts submitting information, Juneau had the most developed peer evaluation system. The forms and procedures used are reproduced below.

³⁵ Peterson, op. cit., p. 102

<p>Juneau School District PEER EVALUATION</p>

Background

Beginning in 1986, the Juneau School District began to seek ways to improve the quality of the evaluation process for its staff members based on peer coaching methods. A committee representing teachers and administrators worked from various models to develop a simplified process where a team of tenured, self-motivated teachers could work together to improve their teaching skills.

The Peer Evaluation model is meant to be an alternative for those tenured staff members who voluntarily wish to participate. Peer Evaluation does not remove the administrative responsibility from a supervisor to continue to monitor standard employee behavior. Rather, the model was developed to assist competent and tenured teachers in growth and professional development in new skills and techniques, using the resource of our competent staff.

In 1992, a group of 15 teachers in four schools worked on the first model of Peer Evaluation. The following packet of materials was developed by Cristine Crooks, Susan Baxter, Karen Mitchell, Sarah Burns, and Sherrie Chrysler.

The purpose of this packet is to provide a blueprint to other teachers for implementing Peer Evaluation.

Peer Evaluation

The main components of the program are:

- Forming a team
- Setting goals
- Observations
- Conferencing (pre- and post- observation)
- Written evaluation

Requirements for Peer Evaluation are:

- Teachers must be tenured and participate voluntarily.
- Participants must be willing to schedule pre- and post-conferences and observations.
- Logistical support to the teams for the necessary release time to conduct observations and conferences must be provided by the building or district
- The Building Administrator(s) agrees that this process will be an appropriate evaluation process for the matched teachers.
- The Administrator(s) must meet with the team and sign the final evaluation.

Forming A Team

The success of Peer Evaluation will be directly dependent on the strength of the team. A team is two or more staff members who work together to set goals, observe each other, provide feedback and written evaluations.

Tips for forming a team

Team selection needs to be voluntary, not pre-arranged. The district should make available a list of people who are interested in Peer Evaluation from around the district so that compatible teams can be formed. (Note: extra time may be needed to schedule inter-school teams and may be limited by available funding and/or flexibility of levels.)

1. Teams should have similar educational philosophy and/or point of views.
2. It may be advantageous to mix experienced with less experienced teachers.
3. Teams should be formed in September or as early in the school year as possible.
4. Each team will be responsible for:
 - planning a schedule of observations. (Recommended: 2 observations).
 - arranging for travel time (if between buildings)
 - planning for substitute sharing (how to schedule movement efficiently to maximize time)
 - making substitute plans for the time a substitute covers your class
 - providing a written narrative for team members

Setting Goals

Goal setting is a process of determining areas of possible improvements in skills or techniques used in the classroom.

Tips for Realizing Your Goals

1. Be sure your goals are *your* goals.
2. Put your goals in writing.
3. Goals must be realistic, specific, measurable, and compatible with each other.
4. Realize that goals can be revised and changed.
5. Set a target date for accomplishing each goal.
6. Prioritize your goals--work the hardest on the most important.
7. Break big goals down into subgoals. Reward yourself for completing these subgoals.
8. Put up goal and subgoal reminder signs.
9. Set goals beyond goals.

taken from

--Master Teacher "Motivation + Plus" McPhail

Suggested Ways for Determining Goals

1. Write down what you do well and enjoy most in the classroom.
2. Write down issues and things you are frustrated with. (These could become goals.)
3. Talk to your team mates for 3 minutes about the worst thing that happened to you in teaching. Is there something you could work on to help prevent this from happening again?
4. Have an informal observation with a team member. Brainstorm a list of things which might need improvement.
5. After conferencing, perhaps work on agreed upon goals.
6. Be sure to put your goals in writing. The goals need to be measurable. Determine how you will measure them.

Observations

Trust Building: An Informal Pre-observation

An informal pre-observation may be helpful to orient the peer evaluator so that room arrangements, management systems class room organization, and other things which may be distracting during an observation, can be addressed.

1. Discuss before the visit how the room is set up, what the teacher/student expectations are, what special programs happen during the day, etc.
2. Arrange a time for the visit.
3. Visit with no agenda.
4. Try to get a feel for how the room is set up.
5. Try to observe kids moving from task to task.
6. The prospective peer evaluator could experiment with scripting or other evaluation techniques to practice and improve as an evaluator during the observation.
7. Post-observation: share experiences with host

Conferencing

Conferencing is the heart of Peer Evaluation. In conference sessions team members work together to understand each others' goals, to provide data collected during observations, and provide feedback which will help the teacher reach stated goals..

Through a minimum of two classroom visits, team members:

- Have a pre-conference (what observable part of the goal will be looked for)
- Make a formal observation (record observations pertaining to the stated goal(s))
- Have a post-conference (discuss what was seen, give suggestions and help revise goals)

Pre-conferencing

In the pre-conference the team members focus on the specific goal which is being worked on. The team discusses and plans:

- what special data that observer will look for and record,
- the method of data collection* (written notes, anecdotal record, video recording, photos, etc.)
- what specific information will be most helpful to observer to know ahead of the observation in the classroom (i.e. scheduling, learning abilities of certain students, seating, activities)

*The method of data collection used should be the most efficient one possible to get the most out of the observation with a minimum of disruption to the class. Information recorded should be actual words and actions of the teacher and students (no paraphrases, opinions or suggestions). The data collection method should be pre-determined and approved by the teacher being observed. All copies of the data collected will be left with the teacher, for review.

Observations

An observation is a 20-30 minute session spent in a classroom collecting data based upon the specific, pre-determined goals set by the teacher during the pre-conference.

The observation should be scheduled for a minimum of two times each year. Substitutes (or other methods determined to cover teachers' classrooms) are the responsibility of the building administrator.

Recommended Schedule

- Informal observations/session (1/2 day for team)
- 1st observation (2 hrs)(fall) (pre/observation/post)
- 2nd observation (2 hrs)(winter) (pre/observation/post)
- Team post-conference session (1/2 day for team)

Post-conferencing

In post-conferencing,

1. The team meets in a non-interruptive, relaxing situation within the same day (or the following day) to receive feedback and analyze the lessons observed.
2. The observer reports on data collected.
3. The teacher and observer exchange information based on the observer' collected data.
4. The teacher and observer discuss the steps needed to meet the objectives of the goal

In order to gain maximum opportunity to share with your peers:

1. Schedule post conference when substitutes are available
2. Schedule without confined time constraints.(end of day?)

The post-conference provides a time for the team to verbally share what was observed. The written evaluation should then document the post-conference in a narrative. It can be written at the end of the second post-conference.

Written Evaluation

The written evaluation is the final document.

It should include:

- a 1 to 2 page summary or reflection of the individual's growth toward stated goals.
(See sample Narrative)
- the dated Peer Evaluation Checklist
- the Peer Evaluation Form (including any revised goals)

The post-conference provides a time for the team to verbally share what was observed. The written evaluation should then document the post-conference in a narrative. It can be written at the end of the second post-conference.

The written evaluation should be signed by:

- the team members
- the building administrator

Two copies of this written evaluation are made:

- One to be filed in the evaluatees' personnel file.
- One copy should be kept by the evaluatee.

Possible questions for reflection in the narrative might include

1. What did I want to find out about myself as a teacher? (goals and objectives)
2. What was observed? (narrative by team members)
3. What did I learn?
4. What are my next steps?

Peer Evaluation Check List

Date	Activity	Initial
		1
_____	Make commitment to Peer Evaluation	_____
_____	Form Team	_____
_____	Set Goals	_____
_____	Meet with your team to discuss goals and plan observations (formal and informal)	_____
_____	Principal review goals and accept plan	_____
_____	Arrange for substitute schedule	_____
_____	Informal observations	_____
_____	Pre-conference	_____
_____	First Observation	_____
_____	Post-observation	_____
_____	Repeat pre-conference/observation/post conference observations twice before March 15	_____
_____	Complete Evaluation document	_____
_____	Final Conference	_____
_____	Sign-off by principal	_____

Sample for Narrative

It might include

1. What did I want to find out about myself as a teacher (goals and objectives **by evaluatee**)
2. What was observed? (narrative **by team members**) (1-2 pages)
3. What did I learn?(**by evaluatee**)
4. What are my next steps? (Do you have revised goals?) (**by evaluatee**)

Juneau School District
PEER EVALUATION FORM

Evaluatee _____ Position _____

Evaluators _____ Positions _____

Date of Initial Pre-Conference _____

Date of Final Post-Conference _____

Goal(s): Be specific and explicit.

Action plan: State steps or activities that will be conducted to work toward achievement of the goal(s).

Assessment of Results: Attach Narrative

To be completed by Evaluatee and reviewed by Evaluators

Check one:

_____ Goals Fully Achieved _____ Goals Ongoing (attach next steps)

Reviewed by evaluators:

Concur with Assessment

Administrator

PEER REVIEW OF DOCUMENTS

Although no reporting district used peer review of teacher-produced documents, Peterson gives detailed instructions for such a review:

Reviewers

Peer review teachers should volunteer for the service... An agreement should be made ahead of time that reviewers can borrow ideas from the reviewee owner. This is a considerable benefit for the reviewers and can disseminate good practice.

Appointments should be made by a knowledgeable, neutral agency such as a district Teacher Evaluation Board...The Teacher Review Panels should identify a pool of reviewers for consideration by the board...Reviewers should have knowledge of the school conditions and students under consideration. However, care must be taken so that social and professional connections are avoided.

Review Procedures

Teacher materials are stored and submitted for review in boxes. Most often, one box (12 in. x 28 in x 8 in) is enough. For all but few extraordinary situations (e.g., oversized portfolios), two boxes is a reasonable limit. Boxes should be stored and delivered for review by the district Evaluation Unit, after submission by the teacher.

Boxes of materials are presented to the reviewers in an area where reviewers can spread out materials and talk over their findings. The work room should be comfortable and contain supplies such as paper pads, video and audiotape equipment, slide projectors, and computers. The review area should have privacy and not be disturbed by outside distractions. The respect given to the work area should be commensurate with that deserved by the process of peer judgment of colleagues.

Time control is important for reviewers to have. Reviewers should decide the optimum arrangements for their work...Significant teacher resistance to increased evaluation stems from lack of respect for teacher needs and preferences.

Report forms

Two feedback forms are used in peer review of materials. The first form is for the professional evaluation dossier...Following the review, this form is examined by the teacher, who then decides on what is to be done with it. If the teacher chooses it for her professional dossier, two copies are made by the Evaluation Unit: one for the dossier and one for the teacher. If the teacher decides that the summary

form will not be used in the dossier, both copies are given to the teacher and no further records are kept.³⁶

³⁶ Ibid., pp. 107-110

Peterson
PEER REVIEW OF MATERIALS SUMMARY FORM

REVIEWERS:

After examination, review, and deliberation concerning the instructional materials submitted by _____ of _____, we conclude that this teacher is:

_____ Well functioning, contributing.

_____ Well functioning, contributing AND shows exemplary practice in these areas:

_____ Not well functioning in these respects:

Signed

Review supervised by _____

Peterson
PEER REVIEW OF MATERIALS SUMMARY FORM
(Completed Sample)

REVIEWERS:

Betsey Jenkins, 1st grade teacher, Sattursby School, King City School District
Kent Hyret, 1st grade teacher, Glen Eden Elementary, School, King City School District
Esther Morane, 1st grade teacher, Fredericks Elementary School, King City School District

After examination, review, and deliberation concerning the instructional materials submitted by ANNE MARLOWE of Woodside Elementary School we conclude that this teacher is:

_____ Well functioning, contributing.

XX Well functioning, contributing AND shows exemplary practice in these areas:

1. Excellent communication with parents, consistent, positive, readable, ideas
2. High degree of organization in instructional materials, sequences, timetables
3. Many creative activities; a variety of activities to teach skills
4. Excellent at-home reading program
5. Nice incorporation of reading throughout your program
6. Excellent use of webbing in which concepts in various curricular areas are related to each other in students learning
7. Art activities supplement rather than supplant the core curriculum
8. Remarkable fit with District core curriculum goals
9. Strident work samples show student individuality and choice
10. Record keeping (to be passed on to 2nd grade teachers) is outstanding
11. Your children must love school!!

_____ Not well functioning in these respects:

d. Teacher Self-Evaluation

Asking teachers to reflect on and evaluate their own performance is a fairly common practice, particularly in evaluation systems which focus on improvement of instruction.

What is required?

Neither state statute nor regulations require teacher self evaluation to be included in the district's evaluation system.

What is "best practice"?

Teacher self-evaluation as a powerful technique for formative evaluation has received considerable attention recently, most notably in the work of Gullickson, Airasian and others for the Teacher Self-Assessment Program at CREATE. Full-text materials developed by the project are found on the CD-ROM accompanying this *Handbook*. Pertinent sections are reproduced below.

Airasian describes teacher self-evaluation as "a process which teachers can use to make judgments about the adequacy and effectiveness of their own knowledge, performance, beliefs and effects for the purpose of self-improvement."³⁷

In self evaluation, it is the teacher, not the external evaluator, who guides the collection, interpretation, and decision-making about his or her own practice.

According to Airasian, self-evaluation focuses on teachers':

Beliefs: What do teachers believe about education, teaching, and learning, and how are these beliefs reflected in practice?

Knowledge: How much do teachers know about educational innovations and strategies and what areas of knowledge need strengthening?

Performance: How well do teachers carry out the practices and performances needed to plan, deliver, and assess instruction and learning?

Effects: How much do teachers know about the effects of their beliefs, knowledge, and performance on student learning?³⁸

He and his colleagues elaborated on strategies which teachers can use to examine their own professional performance in the October, 1994, issue of Evaluation Perspectives:

³⁷ Airasian, Peter W., *Teacher Self-evaluation*, NEI, July, 1996

³⁸ Ibid.

- Self-reflection Tool
Checklist, scaled instrument, or questionnaire completed by self
- Media Recording
Video or audio, often used in conjunction with an observation tool
- Feedback Tool
Checklist, scaled instrument, questionnaire, or journal completed by students, parents, supervisors, or peers
- Soliciting Informal Feedback
Questioning and interacting with students, parents, peers, and supervisors
- Portfolio Preparation
Dossier of materials that reflect teaching performance
- Analysis of Student Performance Data
Use of tests, assignments, and classroom assessment exercises, as well as direct observation of students
- Observation of Teaching Performance by an External Observer
Gaining feedback from supervisors or peers as a result of their direct observation of teaching
- Observation of Other Teachers
Gaining insight or ideas regarding own teaching as a result of comparing own performance to that of other teachers
- Collegial Dialogue
Formal and informal sharing of experiences and joint problem solving
- Analysis of Practice
Personal journaling, lesson plan analysis, documenting/indexing significant events and outcomes
- Engaging in Continuing Education Practices
Attending formal inservices and classes, consulting the professional research/literature³⁹

Although teacher self-assessment is a potentially important tool in the professional development of teachers, CREATE's Teacher Self-Assessment Program found that:

formal self-assessment practices are infrequently used by teachers...most self-assessment is informal, reflective in nature, and ad hoc in occurrence. For example, most teachers say they "sense" when a lesson is not going well, do an ad hoc assessment of what isn't working, and change strategies in midlesson...Many teachers have refined their ability to informally self-assess but still desire more carefully planned, thoughtfully structured, formal self-assessments.⁴⁰

The project identifies two characteristics of formal self-assessment: (1) a clear expectation for systematic data gathering and interpretation and (2) a strategy to validate self-assessments using credible external evaluative sources.

³⁹ Arlen Gullickson, A., Airasian, P. and Assaff, E., *Self-Assessment "Tool Kit" Designed To Help Teachers Analyze Practice*, Evaluation Perspectives, Vol. 4, No. 3, October 1994

⁴⁰ Ibid.

What are some examples from districts of teacher self-evaluation processes?

No reporting district presented examples of teacher self-evaluation. However, the CREATE materials provide some examples taken from actual districts and several tools which could be adopted by districts. Also, in districts which use a professional goal setting model for self-improvement plans, some form of teacher self-evaluation is assumed.

(Airasian)
TEACHER SELF-EVALUATION⁴¹

Example 1: An Administrator Initiated and Supported Teacher Self-Assessment Activity

1. Administrator and teacher collaborate to determine an area of teaching that could use improvement.
2. After an agreement has been reached, the administrator selects another teacher in the building who exhibits superior teaching performance in the area that the first teacher would like to strengthen.
3. The administrator agrees to teach the first teacher's class allowing that teacher the time to observe the "expert" teacher instruct.
4. After the first teacher has had an opportunity to consult with the "expert" teacher and incorporate new teaching strategies into his/her instruction, the administrator teaches for the "expert" teacher so s/he can observe the first teacher during class time.
5. Afterwards the first teacher and the "expert" teacher (and perhaps the administrator) confer again to assess how the improvement strategies are progressing. Additional goals are set for continued improvement in the area of concern.

Example 2: Teacher Self-Assessment Through the Analysis of Test Results

An often overlooked source of information about teaching success that can be a stimulus to improve teaching knowledge and skills is analysis of test results, particularly those of standardized tests. Such analyses can be very helpful as a means to address not only student problems but also instructional weaknesses. Standardized tests are attractive as a beginning point because the test publishers routinely provide students' results in aggregate and/or disaggregated form to serve the needs of teachers and administrators.

Content areas where the class as a whole or a subgroup of students (e.g., boys or girls) does not perform at a desired level can initiate self-assessment. Analysis of data for a single class may identify several problem areas. Confirmation of the problem areas can be obtained by review across classes and years. Once a problem area is targeted, the teacher asks, "What is it about what I know or do (e.g., my knowledge or my skills in presentation) or in the instructional setting that could be changed to improve student learning?"

Thus, once a problem area is targeted, the teacher moves from the test results to analysis of his or her teaching program. Here all aspects of the instruction ought to be considered.

⁴¹ Ibid. The basis for the first example was provided by a teacher who participated in the teacher self-assessment focus group interview that took place at West Middle School in Portage, Michigan, on October 5, 1993.

The teacher's knowledge and skill in teaching is part of the analysis issue, but the problem may also be due to other factors such as amount of time on the topic, curriculum coverage, poor quality in commercially available materials, or even lack of student effort.

This analysis of instruction can be either retrospective or prospective and routinely would include (a) a contingency analysis to determine whether the instruction as planned logically does lead to the desired learning and (b) congruence analysis to determine what actually occurs in instruction - whether it is consistent with plans and whether and in what regard the desired objectives were achieved.

A retrospective analysis would use extant materials such as textbooks, lesson plans, amount of time devoted to instruction, samples of student work (homework and tests), instructional aids (e.g., transparencies), and practices and guides used in the instructional process. Because we know the strong tendency toward self-denial or self-protection, this analysis is probably best conducted with a partner who is knowledgeable about the content and teaching practices.

A prospective analysis would probably use many of the same materials as well as some new ones, such as student reactions and classroom observations, but would occur in the context of current teaching efforts. As such, many of the self-assessment activities would fit into the teacher's ongoing class preparation and delivery and thus probably would seem less like an add-on activity. However, the prospective strategy also carries some liabilities. If the areas to be addressed are identified a long time before the prospective assessment occurs, problem context may be forgotten in the interim. The general content problem may be remembered, but the specific, initially identified weakness may be forgotten. Also, if the teacher's knowledge or the instructional strategy is poor, the prospective analysis will uncover the problem at the point when the topic or concept is to be taught or has just been taught, leaving little time to rectify personal knowledge or skill.

Additional advantages of this strategy include:

1. Administrators can stimulate this type of activity at the school level. Targeted areas can be identified across teachers and grades to help integrate curriculum and instructional strategies at the same time as opportunities are used for individual staff development.
2. Group efforts can provide a collegial focus on self-assessment and mutual reinforcement to carry through.
3. The strategy opens the door to student involvement both in analysis of the test data and in analysis of the learning situation. For example, several students who took the exam could be invited to participate in the identification of problem areas and in analyzing the instructional approach used. Their inclusion provides an opportunity to develop a sense of a learning community with students (and perhaps with parents as well).

4. By carefully choosing the nature of test reports, the analytical skills needed by teachers can be kept to a minimum and the attention of teachers can be quickly focused on identifying target areas of concern.
5. The process can be employed by all teachers. Thus, teachers who engage in this process will not be singled out as persons in trouble.
6. The process begins by using extant data. As such, self-assessment begins with the interpretation of data rather than the gathering of data. That is probably a more interesting way to begin.
7. The process provides an opportunity to apply a variety of strategies, because data can be brought to the issue from so many sources.
8. The process can be embedded in normal curriculum and classroom evaluation processes. As such, it more easily becomes an integral part of the teaching routine.

(Airasian et. al.)
PRACTICE/MEDIA RECORDING OR
EXTERNAL OBSERVER TOOL⁴²

This self-evaluation strategy focuses on important aspects of a lesson. It can be used by an individual teacher who could videotape and analyze his or her performance. It can be used by having a colleague or administrator sit in on the lesson and observe and record the teacher's performance in light of the selected important aspects listed below. If an observer were used, it would be helpful for that person to have some idea of the focus of the lesson.

Directions: Observe the teacher's performance during the lesson in terms of the following criteria. Rate each criterion as "excellent", "good", or "needs improvement" by writing an X under the appropriate category. If possible, jot down suggestions or significant observations to point out to the teacher later.

Activity	Excellent	Good	Needs Improvement
<ul style="list-style-type: none"> • Appropriateness of topic for students • Materials ready at start of lesson • Groups performed or formed efficiently • Goals and purpose of lesson explained • Procedures for cooperation explained • Desired group activities explained • Smooth transition into group activities • Lesson ended with summary or directions for continuation 			

Other comments on strong and weak points of the lesson.

⁴² Ibid.

(Airasian, et. al.)
PRACTICE OR EFFECTS/STUDENT FEEDBACK TOOL⁴³

The minute survey is a flexible and simple strategy for getting feedback from pupils regarding various aspects of classroom activities. To conduct a minute survey, the teacher sets aside 2 or 3 minutes at the end of the class to survey the students about some aspect of the lesson. The teacher asks each student to take out a piece of paper (or, in early grades, raise their hand or make some indication) and poses one or two questions to the class about the lesson. Students respond anonymously. For example, the teacher might ask the students to do one or two of the following activities:

1. Write two things they learned from the lesson.
2. Write one question they would like to have answered about the lesson.
3. Indicate whether they would like you to spend more time on this lesson.
4. State how confident they are about doing tonight's homework on this lesson.
5. Rate the success of the example presented to reinforce the lesson's main point.
6. Rate how well the reading assignment prepared them for today's lesson.
7. Solve one or two problems or calculations similar to those taught in the lesson.

There are, of course, many other questions a teacher could ask pupils about a lesson, an assignment, a homework exercise, a field trip, a video presentation, a demonstration, or even a test. However, to make the use of the minute survey most informative, the following guidelines should be followed.

1. Let students reply anonymously.
2. Keep the amount of writing requested of the students small. Don't ask students to write responses to 4 or 5 questions. The minute survey is meant to be completed in a short time and hence should focus on one or two aspects of the lesson.
3. Before reading over the responses to the minute survey, try to answer the question yourself, based on your perception of the lesson. For example, what do you (the teacher) think will be the two most important things most students will say they learned, or the one question most students will want answered, or how well the example you showed helped students to learn? Answering the question yourself will provide a check on your observational impressions in light of students' actual responses.

⁴³ Ibid.

4. Read the responses; compare them to your own prediction and, depending on the responses, use the information to reteach, answer questions, reexplain, or move on to the next topic.

(Airasian, et. al.)
KNOWLEDGE/SELF-REFLECTION TOOL⁴⁴

This self-evaluation strategy asks you to rate your knowledge of some educational processes or activities. For each process or activity, indicate how familiar you are with *how it could be applied in a classroom* by circling one of the following terms:

very familiar somewhat familiar heard of the term unfamiliar

How familiar are you with the classroom implications and applications of

alternative assessment	very familiar	somewhat familiar	heard of the term	unfamiliar
inclusion	very familiar	somewhat familiar	heard of the term	unfamiliar
multiple intelligences	very familiar	somewhat familiar	heard of the term	unfamiliar
portfolios	very familiar	somewhat familiar	heard of the term	unfamiliar
inquiry teaching	very familiar	somewhat familiar	heard of the term	unfamiliar
action research	very familiar	somewhat familiar	heard of the term	unfamiliar
advanced organizer	very familiar	somewhat familiar	heard of the term	unfamiliar
constructivism	very familiar	somewhat familiar	heard of the term	unfamiliar
higher order thinking skills (HOTS)	very familiar	somewhat familiar	heard of the term	unfamiliar
metacognition	very familiar	somewhat familiar	heard of the term	unfamiliar

Which of these processes/activities do you most want to learn about?

Where or to whom in your school district would you go to get the information you want?

⁴⁴ Ibid.

Where can I get more information?

The accompanying CD-ROM contains the following full-text documents on teacher self-evaluation.

Self-Assessment In Narrative/Qualitative Studies. Airasian, P. W. (1993, April). Paper presented at the annual meeting of the National Council on Measurement in Education, Atlanta.

Teacher Self-Evaluation: Overview. Airasian, P. W., & Gullickson, A. (1993, June). Paper presented at the second annual National Evaluation Institute, Kalamazoo, MI.

A Model Of Teacher Self-Assessment. Sanders, J. R. (1993). Paper presented at the annual meeting of the American Evaluation Association, Dallas, TX.

Self-Assessment Tool Kit Designed To Help Teachers Analyze Practice. Gullickson, A., Airasian, P., & Assaf, E. (1994, October). CREATE Evaluation Perspectives, 4(3).

Teacher Self-Evaluation Tool Kit, by Airasian and Gullickson, is included in the Evaluation Resource Kit available from the Department of Education.

Haertel provides a more detailed definition of self-evaluation, selected highlights from the development of self evaluation as a component of teacher evaluation and a list of techniques used in TEMP Memo 13 from CREATE's Teacher Self-Assessment project.

E. Specialist Evaluations

Most attention in evaluation has been paid to classroom teachers. However, districts employ other, non-teaching professional staff—such as counselors, librarians, resource teachers—who also need to be evaluated.

What is required?

AS 14.20.149 requires that a district's evaluation system apply to "all the district's certificated employees except the district's superintendent." Therefore, districts must make provisions for evaluation of non-teaching certificated staff. As with teachers and administrators, this evaluation "must be based on observation of the employee in the employee's work place," and "students, parents, community members, teachers and administrators" must have the opportunity to provide information on the performance of these employees.

What is "best practice"?

According James Stronge, Director for CREATE's Professional Support Personnel (PSP) Evaluation Model Project,

The accountability movement of the 1970s resulted in many states mandating evaluation of all certificated employees, not just teachers. Unfortunately, the reality of these mandates was often that professional support personnel (noninstructional, nonadministrative professionals) were evaluated using either informal or inappropriate criteria extrapolated from those used with teachers.⁴⁵

The PSP Model is intended to overcome this deficiency. As developed by Stronge and associates, the model focuses primarily on the following major categories of personnel:

- pupil personnel services (e.g., counselors, school psychologists, social workers, school nurses)
- instructional support services (e.g., deans, work-study supervisors, librarians/media specialists)
- academic/curriculum development services (e.g., directors, coordinators, content specialists, consultants)

The model contains the following generic steps:

Step 1: Identify System Needs. Each educational organization has specific needs that are related to the organization's mission and are met through various support personnel positions. A systematic examination of the needs of the organization's constituents will help clarify its mission and purpose. Determining the needs of

⁴⁵ Stronge, J., Helm, V. and Tucker, P., *Evaluating the School's Nonteaching Professionals: Evolution of a Practical Model*, Evaluation Perspectives, Vol. 3, No. 3, September, 1993

the organization is a prerequisite for all remaining steps if the evaluation process is to be relevant to the organization's mission.

Step 2: Relate Program Expectations to Job Responsibilities. Accurate and appropriate descriptions of job responsibilities can be developed only from clear statements of organizational goals and philosophies. Once organizational goals are determined, then it is only sensible to relate program expectations to position expectations (i.e., duties of the educator).

Step 3: Select Performance Indicators. Because job performance must be reflected in behavior in order to be evaluated, this step involves the identification and selection of behaviors that are reflective of the previously identified job responsibilities. While job responsibilities are intended to capture the essence of the job, it is difficult, if not impossible, to document the fulfillment of the job responsibilities without some measurable indication of their accomplishment. Thus, to give meaning to these broader job responsibilities, it becomes necessary to select a sampling of performance indicators that are both measurable and indicative of the job.

Step 4: Set Standards for Job Performance. Setting standards involves determining a level of acceptable performance. Because of program needs, available resources, the purpose of a specific position, and a variety of other factors, standards of performance will vary from position to position and from organization to organization. The PSP evaluation system offers a method of setting standards rather than attempting to prescribe specific standards of performance.

Step 5: Document Job Performance. Documentation is the process of recording sufficient information about job performance to support ongoing evaluation of the staff member and to justify any personnel decisions based on the evaluation. Documentation procedures rely on multifaceted data collection techniques including observation, questioning, and analysis of artifacts of performance.

Step 6: Evaluate Performance. Evaluation is the process of comparing an individual's documented job performance with the previously established performance standards. The conference itself is an occasion for candid communication between supervisor and employee. Identification of discrepancies between standards and performance and discussions of reasons for those discrepancies is the primary but not the sole focus of the conversation. Emphasis on areas for improvement or on new objectives will vary, depending on the stage of the evaluation process (i.e., whether the current evaluation is formative or summative).⁴⁶

⁴⁶ Ibid.

Step 7: Improve and Maintain Professional Service. With an emphasis in the evaluation process on both improvement and accountability, Step 7 brings the process full cycle.⁴⁷

The PSP model is based on areas of responsibility which define the work of specialist personnel and which delineate specialist duties from those of classroom teachers. These areas may be useful to districts as they establish performance standards for specialist personnel. Because of the varied responsibilities identified, the model relies on multiple sources of information for evaluation, as indicated in the following table:

Areas of Responsibility	Description	Documentation Technique⁴⁸
Planning/Preparation	Engaging in activities that prepare for implementation of the existing program or facilitate change in the program and its implementation	* Expert review of program plan, evaluation procedures, and budget * Observation of participation in meetings * Self-assessment
Administration/Management	Organizing, directing, or coordinating programs that include responsibility for budgeting, staffing, reporting and other similar activities	* Client surveys on the efficiency and effectiveness of service delivery * Review of activity log or summaries * Self-assessment
Assessment/Evaluation	Gathering and interpreting data from individuals, groups, or programs to evaluate needs and performance	* Expert review of records regarding assessment decisions and program evaluation
Intervention	Delivering direct services to students and other clients to improve skills/functional abilities or inform recipients	* Client surveys on the efficiency and effectiveness of service delivery * Review of activity log or summaries
Collaboration	Collaborating with school personnel and/or parents to assist with and coordinate the delivery of services to students within the school and between the school and its major constituents	* Client surveys on the efficiency and effectiveness of service delivery * Observation of duty performance * Self-assessment * Record review of contacts and outcomes
Staff Development	Facilitating the staffs achievement of desired professional goals	* Client surveys on the effectiveness of presentations and/or workshops
Professional Responsibilities/Development	Developing and improving individual competence and skill and delivering services consistent with professional standards	* Self-assessment * Portfolio assessment

⁴⁷ Stronge, J., Helm, V. and Tucker, P., *Evaluation Handbook for Professional Support Personnel*, CREATE, 1995, pp. 24-29

⁴⁸ adapted from Stronge, Helm, and Tucker.

Peterson, in *Teacher Evaluation*, also recommends using multiple and variable data sources for specialist evaluation, culminating in a professional dossier similar to the teacher dossiers described above. The final evaluation step would be a panel review of the dossiers to determine value and merit of contents. Peterson recommends that the panel membership be dominated by professional support personnel, but include teachers, administrators and parents.

The PSP model suggests that specialist evaluation include review of artifacts of performance, i.e., “the collection of written records and documents produced by the employee as a part of his or her job responsibilities”.⁴⁹ The authors suggest such documents as I.E.P.s, lesson plans for working with identified student groups and representative samples of student work. Additional artifacts suggested are:

- Reports generated and written
- Diagnostic evaluations
- Forms developed and/or used for record keeping; significant correspondence and memos
- Program plans
- Survey instruments developed to obtain needed information
- Schedules, logs, or calendars of activities; and materials created for instruction or presentation.

Alaska statute requires the observation of the specialist in his or her workplace. Specialist observation should be based on Steps 3 and 4 of the PSP model: selecting the performance indicators and setting performance standards. In addition, the following minimum criteria should be met:

- the various types of certificated and specialist employees should have input in designing their evaluation system, including how observations are handled
- observation should be limited to specific, definable categories of behavior
- observation results should be recorded in a systematic manner
- training, rating scales and other mechanisms should be used to help assure consistency across observers

Stronge, in the *Evaluation Handbook for Professional Support Personnel*, offers the following comments on observation of specialist personnel:

Support personnel spend much of their time engaged in activities that would be inefficient to observe (e.g., a speech pathologist conducting a screening test) or that would be in violation of the professionally and legally required confidentiality that must be maintained (e.g., a social worker or counselor discussing a student home situation). Nevertheless, despite the inherent and substantial limitations of observations for evaluating some support personnel, they can play a meaningful role in the data collection process.

⁴⁹Ibid., p. 32

Observation can be categorized into two basic types: systematic and incidental (Stronge & Helm, 1991). As an example of systematic observation, the evaluator conducts a semi-structured, planned observation of an employee who is tutoring individual students or presenting a program to staff. For positions where lesson or program presentations reflect planning and use of professional knowledge and skills, such observation has substantial validity as a means of documenting job performance. Systematic observation might also involve the observation of office routine or of time management skills.

Incidental observation is less direct and structured. It might include, for example, the employee's participation in faculty meetings in which the evaluator notes evidence of contributions to the discussion, articulate expression of ideas, insight, ability to relate to other staff in the meeting, and so forth. An important point to remember when compiling incidental observation data is to focus on specific, factual descriptions of behavior, events, or statements.⁵⁰

As with classroom teacher evaluation, specialist evaluation requires some opportunity for parents, students and other teachers to provide information on performance. Surveys may be the most cost-effective way of providing this opportunity for comment, but group interviews and focus groups (described under Student and Other Surveys, above) may also be helpful.:

Survey questions should be directed at the specific performance standards developed for each specialist area. Again, clients should be asked to comment only on those aspects of performance for which they can reasonably expected to have information and the maturity to form a considered opinion. Caveats concerning sample size, response rates and results analysis cited above in the section on classroom teacher evaluation apply equally to specialists. Also, like classroom teachers, specialists will need assistance in interpreting survey results.

What are some examples of actual specialist evaluation programs?

Of the districts reporting evaluation procedures, two (Kenai and Mat-Su) have relatively elaborate systems, including evaluation indicators, standards and rating scales, covering commonly-employed specialist personnel. Yukon-Koyukuk has an evaluation instrument for counselors. Districts are again cautioned that these forms were developed prior to the passage of HB 465 and do not necessarily meet all of the current requirements of statute or regulation.

The *Evaluation Handbook for Professional Support Personnel* has extensive professional duties and responsibilities listings for the following specialist categories:

- School Counselor
- School Psychologist
- School Nurse

⁵⁰Ibid., pp. 31-32

- Library Media Specialist

District committee can use these listings as a starting place for developing local standards. The complete *Evaluation Handbook for Professional Support Personnel* is included in the Resource Kit available from the Alaska Department of Education or from the address listed in the Resource section of this *Handbook*.

Kenai
Counselors

librarians

Special services specialists (e.g., OT/PT, speech pathology, psychologist)

Matanuska-Susitna School District
NURSE PERFORMANCE STANDARDS

NAME OF NURSE: _____

☐ 1st Observation Date: _____ Time In: _ Time Out: _____ ☐ 3rd Observation Date: _____ Time In: _ Time
Out: _____

☐ 2nd Observation Date: _____ Time In: _ Time Out: _____ ☐ 4th Observation Date: _____ Time In: _ Time
Out: _____

4—OUTSTANDING	3—EFFECTIVE	2—NEEDS IMPROVEMENT	1—INEFFECTIVE
HEALTH CARE DELIVERY			
GENERAL COMMENTS _____	Follows current standards of care when providing: emergency care, crisis intervention, prescribed treatments, and medications.	Inconsistently follows current standards of care when providing: emergency care, crisis intervention, prescribed treatments, and medication.	Rarely follows current standards of care when providing: emergency care, crisis intervention, prescribed treatments, and medications.
	Provides health counseling and referrals as indicated.	Inconsistently or selectively provides health counseling and referrals as indicated	Rarely takes the opportunity to provide health counseling and referrals as indicated.
INTERDISCIPLINARY COLLABORATION			
_____	Attends interdisciplinary meetings and contributes to the identification of at risk students.	Seldom or inconsistently works with staff to identify students at risk.	Has little or no participation with staff to identify students at risk.
_____	Communicates health needs of students to appropriate school personnel in a timely manner.	Communicates health needs of students to appropriate school personnel when prompted.	Does not communicate health needs of students to appropriate school personnel.
_____	Effectively communicates, identifies and/or recommends interventions and environmental adaptations to school personnel.	Ineffectively communicates, identifies and/or recommends interventions and environmental adaptations to school personnel.	Does not communicate with school personnel regarding interventions and environmental adaptations.
_____	Demonstrates knowledge of and/or cooperation with community agencies.	Demonstrates limited knowledge of and/or cooperation with community agencies.	Lacks knowledge of and/or does not cooperate with community agencies.
HEALTH EDUCATION			
_____	Shows respect, warmth and concern for students.	Selectively treats students with respect, warmth, and concern.	Shows little or no evidence of respect, warmth or concern for students.
_____	Uses developmentally appropriate strategies to teach the principles of health promotion/disease prevention to individuals and groups.	Inconsistently uses developmentally appropriate strategies to teach the principles of health promotion/diseases prevention to individuals and groups.	Shows little or no evidence of the use of developmentally appropriate strategies to teach the principles of health promotion/disease prevention to individuals and groups.

_____	Provides current resource information in health education for school personnel, students, and families, as appropriate.	Provides limited or out of date information in health education for school personnel, students and families.	Does not share resource information with others.
RECORD KEEPING AND REPORTING			
_____	Initiates health records promptly and updates with current health data.	Initiates health records in an untimely manner and seldom updates.	Does not keep updated health records.
_____	Uses a follow-up method for tracking referred students (e.g., vision hearing, behavior).	Inconsistently uses a follow-up method for tracking referred students.	Shows little or no evidence of a tracking method.
_____	Completes necessary written reports in a timely manner (e.g., accident reports, TB and immunization reports, monthly reports).	Consistently needs prompting to complete reports.	Does not complete reports.
PROFESSIONAL GROWTH			
_____	Participates in opportunities for professional growth (e.g. conferences, courses, workshops, reading, institute, support groups, committees).	Occasionally avails oneself of opportunities for professional growth.	Does not participate in opportunities for professional growth.
PROFESSIONAL RELATIONSHIPS			
	Works cooperatively with members of the school staff, parents, students, and/or district personnel.	Frequently has difficulty in working with some members of the school staff, parents, students, and/or District personnel.	Has great difficulty working with members of school staff, parents, students and/or district personnel.
INTERPERSONAL SKILLS			
_____	Demonstrates sensitivity in working with a diverse population (e.g., different cultures, socioeconomic status, educational background).	Inconsistently demonstrate sensitivity in working with a diverse population (e.g., different cultures, socioeconomic status, educational background).	Has limited or no tolerance of diversity.
_____	Demonstrates sound professional judgment in handling confidential information.	Occasionally does not demonstrate sound professional judgment in handling confidential information.	Has little or no regard for confidentiality in handling sensitive information.
PROBLEM SOLVING			
_____	Recognizes problems and reacts accordingly.	Frequently does not recognize problems or does not react appropriately.	Does not recognize problems or react appropriately.
_____	Is open to discussion and feedback, considers some alternatives, and implements rational change.	Is reluctant to discuss and accept feedback, consider alternatives and accept feedback, consider alternatives and implement rational change.	Reacts negatively to discussion and feedback and is unwilling to consider alternatives or implement rational change.

Matanuska-Susitna School District
SPECIALIST PERFORMANCE STANDARDS

NAME OF SPECIALIST: _____

☐ 1st Observation Date: _____ Time In: _ Time Out: _____ ☐ 3rd Observation Date: _____ Time In: _ Time
Out: _____

☐ 2nd Observation Date: _____ Time In: _ Time Out: _____ ☐ 4th Observation Date: _____ Time In: _ Time
Out: _____

4—OUTSTANDING	3—EFFECTIVE	2—NEEDS IMPROVEMENT	1—INEFFECTIVE
SERVICE PLANNING			
GENERAL COMMENTS _____ _____ _____	Assembles appropriate materials/equipment for testing, counseling, consultation, or intervention.	Inconsistently assembles appropriate materials/equipment for testing, counseling, consultation or intervention.	Does not assemble appropriate materials/equipment for testing, counseling consultation or intervention.
	Plans for clear, appropriate, timely, feedback to students, parents, teachers, and other personnel.	Inconsistently plans for feedback or feedback is unclear or untimely to students, parents, teachers, and other personnel.	Shows little or no evidence of planning for feedback or feedback is inappropriate.
	Organizes schedules logically and efficiently to make maximum use of service time.	Organizes schedule illogically or inefficiently and does not maximize service time.	Shows little or no evidence of planning for use of service time.
SERVICE MANAGEMENT			
_____ _____ _____	Uses appropriate management techniques.	Inconsistently uses appropriate management techniques.	Shows little or no evidence of the use of appropriate management techniques.
	Defines standards for evaluation of student achievement and behavior and clearly communicates them to student.	Vaguely defines standards for evaluation of student achievement and behavior or does not clearly communicate them to students.	Shows little or no evidence of defining standards for evaluating achievement and behavior and does not communicate them to students.
	Establishes and maintains rapport with student during testing, counseling, or therapy.	Has difficulty establishing rapport during testing, counseling, or therapy.	Shows little or no evidence of ability to establish rapport during testing, counseling, or therapy.
SERVICE DELIVERY			
_____	Uses a variety of data/resources to determine student's present level of performance.	Uses limited data/resources to determine present level of performance.	Shows little or no evidence of determining student's present level of performance.

	<p>_____ Is able to make specific recommendations appropriate to the student's present level of performance.</p> <p>_____ Helps CST provide for the appropriate placement and grouping of students based on their diagnosed needs.</p> <p>_____ Makes appropriate, clear, concise recommendations.</p> <p>_____ Relates teaching activities and materials to stated remedial and supportive strategies.</p> <p>_____ Recommends appropriate pace and sequence of activities for varying needs and rates of learning.</p> <p>_____ Assists in the development of programs that help students more effectively learn, retain and transfer knowledge.</p> <p>_____ Understands, uses, and is able to convey motivational strategies appropriate to the age and needs of the student.</p> <p>_____ Helps CST plan for the development of independence and responsibility on the part of the student.</p>	<p>_____ Inconsistently makes specific recommendations appropriate to the students present level of performance.</p> <p>_____ Occasionally helps CST with placement or grouping of students based on diagnosed needs.</p> <p>_____ Makes unclear or inappropriate recommendations.</p> <p>_____ Is inconsistent in relating teaching materials and activities to stated remedial and supportive strategies.</p> <p>_____ Paces and sequences learning activities inappropriately.</p> <p>_____ Selectively assists in program development to help students more effectively learn, retain and transfer knowledge.</p> <p>_____ Inconsistently uses motivational strategies appropriate to the age and needs of the student.</p> <p>_____ Seldom helps CST plan for the development of independence and responsibility on the part of the student.</p>	<p>_____ Unable to make specific appropriate recommendations appropriate to the student level of performance.</p> <p>_____ Shows little or no evidence of helping CST with appropriate placement or grouping of students.</p> <p>_____ Shows little or no evidence of making appropriate recommendations.</p> <p>_____ Shows little or no evidence of relating teaching activities and material to remedial and supportive strategies.</p> <p>_____ Shows little or no evidence of recommending pace or sequence of learning activities.</p> <p>_____ Shows little or no evidence of developing programs that help students more effectively learn, retain and transfer knowledge.</p> <p>_____ Shows little or no evidence of understanding, using or conveying motivational strategies appropriate to the age and needs of the student.</p> <p>_____ Shows no evidence of ability to plan the development of independence and responsibility on the part of the student.</p>
PROFESSIONAL KNOWLEDGE/CHARACTERISTICS			
	<p>_____ Demonstrates a thorough knowledge of area of specialization.</p> <p>_____ Conforms to standards of ethical behavior and confidentiality (PTPC).</p> <p>_____ Exercises sound judgment and displays a professional attitude.</p> <p>_____ Demonstrates strong oral and written communication skills in various professional situations.</p>	<p>_____ Demonstrates a limited knowledge of area of specialization.</p> <p>_____ Selectively conforms to standards of ethical behavior and confidentiality (PTPC).</p> <p>_____ Inconsistent in exercising sound judgment and displaying a professional attitude.</p> <p>_____ Inconsistently demonstrates good oral and written communication skills in professional situations.</p>	<p>_____ Demonstrates little or no knowledge of area of specialization.</p> <p>_____ Does not conform to standards of ethical behavior and confidentiality (PTPC).</p> <p>_____ Shows little or no evidence of sound judgment or professional attitude.</p> <p>_____ Demonstrates weak oral and written communication skills in most professional situations.</p>
ADMINISTRATIVE DUTIES/RECORD KEEPING			

	_____	Follows special education procedures correctly and in a timely manner (i.e., testing, submitting reports, making recommendations for IEP's, holding CTS/IEP meetings, preparing other required documentation).	Follows special education procedures only after reminders.	Does not follow special education procedures even after reminders.
	_____	Works cooperatively with other specialists when required or when need exists to review files for eligibility.	Is occasionally uncooperative with other specialists when required to review files for eligibility or needs reminders to review files.	Does not cooperate in reviewing files for eligibility.
	_____	Clearly communicates special education policies and procedures to staff, parents and other personnel.	Has limited knowledge or ability to communicate special education policies and procedures.	Shows little or no evidence of knowledge or ability to communicate special education policies and procedures.
PROFESSIONAL GROWTH				
	_____	Participates in opportunities for professional growth (courses, conferences, workshops, reading, institutes, committees, etc.).	Rarely avails oneself of opportunities for professional growth.	Does not participate in opportunities for professional growth.
	_____	Contributes to instructional improvement in the educational environment (sharing research, leading groups, presenting at meetings or inservices, etc.).	Rarely contributes to instructional improvement in the educational environment.	Does not contribute to instructional improvement.
	_____	Communicates with other specialists to promote a positive working relationship in which information regarding research, testing, teaching materials and strategies is shared.	Seldom communicates with other specialists to promote a positive working relationship in which information regarding research, testing, teaching materials and strategies is shared.	Has difficulty communicating with other specialists to promote a positive working relationship in which information regarding research, testing, teaching materials and strategies is shared.
PROFESSIONAL RELATIONSHIPS				
	_____	Is readily available and works cooperatively with members of the school staff, parents, students, and district personnel.	Is inconsistent or unavailable or has difficulty working with some individuals.	Rarely cooperates, is unavailable, avoids teamwork, inappropriately competitive, or is aggressive or abrasive in a working relationship.
	_____	Keeps supervisor and other appropriate personnel informed.	Supplies information to supervisor and other appropriate personnel only when directed.	Is tardy in supplying information to supervisor and other appropriate personnel.
	_____	Effectively communicates with parents.	Has difficulty communicating with parents.	Makes little or no effort to encourage or maintain communication with parents.
EVIDENCE OF FLEXIBILITY				
	_____	Recognizes problems and reacts accordingly.	Seldom recognizes problems or does not react	Is inflexible, reacts too little and too late.

_____	Is open to discussion and feedback, considers some alternatives, and implements rational change.	appropriately. Reacts negatively to new ideas, unwilling to participate in rational discussions, critical and unsupportive of solutions.	Lacks willingness to discuss or implement necessary change.
MEETS OBLIGATIONS			
_____	Follows school and district procedures correctly in a timely manner (i.e., attendance reports, lesson plans, parent conferences, educational plans, etc.).	Follows school and district procedures after reminders.	Does not follow school or district procedures even after reminders.
_____	Maintains records in an accurate and up-to-date manner.	Maintains inconsistent, inaccurate or out of date records.	Shows little or no evidence of appropriate record keeping.

Matanuska-Susitna School District
LIBRARY MEDIA SPECIALIST PERFORMANCE STANDARDS

NAME OF LIBRARY/MEDIA SPECIALIST: _____

<input type="checkbox"/> 1st Observation Out: _____	Date: _____	Time In: _____	Time Out: _____	<input type="checkbox"/> 3rd Observation Out: _____	Date: _____	Time In: _____	Time Out: _____
<input type="checkbox"/> 2nd Observation Out: _____	Date: _____	Time In: _____	Time Out: _____	<input type="checkbox"/> 4th Observation Out: _____	Date: _____	Time In: _____	Time Out: _____

4—OUTSTANDING	3—EFFECTIVE	2—NEEDS IMPROVEMENT	1—INEFFECTIVE
ACADEMIC AND PROFESSIONAL KNOWLEDGE			
GENERAL COMMENTS	Develops and follows a current plan for library policy and collection development.	Relies on outdated plans for library policy and collection development.	Has no plans for library policy or collection development.
	Consistently follows and encourages all staff to follow the Library Bill of Rights, the Freedom of Information Act, the State of Alaska Code of Ethics and the copyright laws.	Inconsistently follows the State Ethics Standards, the Freedom of Information Act, the Library Bill of Rights, and the copyright laws.	Fails to follow the State Ethics Standards, the Freedom of Information Act, the Library Bill of Rights, and the copyright laws.
	Communicates with staff, parents, and community in a timely and accurate manner, incorporating their input.	Communicates infrequently with staff, parents, and community.	Takes no initiative to communicate with staff, parents or community.
LIBRARY PLANNING			
	Supports instructional formats of new technologies; encourages teachers to use new technology as well as existing equipment.	Maintains system in place to utilize existing equipment.	Has no system; makes no attempt to utilize existing equipment.
	Evaluates, selects, and promotes materials for the library's budget based on needs and interests of students, staff, and community.	Orders materials but provides limited opportunities for input.	Orders materials without staff or community input.
LIBRARY MANAGEMENT			
	Cooperatively plans for the integration of the library program with classroom curriculum. Assists/trains teachers in effective use of instructional materials and technology.	Rarely meets with staff to plan teaching units to integrate library skills or inservice on equipment.	Provides little or no planning or training with teachers.
	Initiates opportunities for library users to access reference services.	Inconsistently provides reference services.	Provides little or no reference services.
	Uses organization and retrieval systems that promote	Uses organization and retrieval systems which are	Has little or no system in place for

	<p>and reinforce independent, age appropriate use.</p> <p>_____ Updates and maintains training procedures and handbook for aides and volunteers.</p>	<p>not accurate or consistent.</p> <p>Uses inadequate training procedures and handbook for aides and volunteers.</p>	<p>organization or retrieval.</p> <p>Provides little or no direction and training for aides and volunteers.</p>
LIBRARY INSTRUCTION			
	<p>_____ Provides interdisciplinary instruction that includes library information skills. Collaborates with grade level or subject area specialists to plan units and use of the library.</p> <p>_____ Effectively uses reading incentive programs, e.g.: book talks, story telling and story reading techniques, book displays, Books and Beyond, Young Readers Choice, Battle of the Books, etc.</p>	<p>Does little planning with teachers. Provides inconsistent or inflexible access to the library media center for special projects or individual instruction.</p> <p>Rarely uses strategies to motivate reading.</p>	<p>Does not meet with teachers or integrate curriculum. Fails to allow access to the Library Media Center.</p> <p>Gives little or no encouragement for recreational reading.</p>
ADMINISTRATIVE DUTIES			
GENERAL COMMENTS	<p>_____ Maintains statistics of circulation of all materials where possible. Periodically inventories all materials. Sends out timely overdue notices.</p> <p>_____ Collaborates with building administrator in preparing unit budget.</p> <p>_____ Routes new curricular materials to appropriate staff. Maintains a professional collection within library to meet curricular needs and district standards.</p>	<p>Has an incomplete or outdated inventory. Keeps inaccurate civic records. Is inconsistent with overdue notices.</p> <p>Provides limited input regarding unit budget.</p> <p>Has curriculum guides available, but seldom consults them.</p>	<p>Has no inventory available. Fails to send timely overdue notices. Fails to keep any circulation records.</p> <p>Offers no recommendation regarding budgeting needs.</p> <p>Is unfamiliar with district curriculum guide contents.</p>
PROFESSIONAL GROWTH			
	<p>_____ Participates in opportunities for professional growth (conferences, courses, workshops, reading, institute, support group, committees).</p>	<p>Rarely avails oneself of opportunities for professional growth.</p>	<p>Does not participate in opportunities for professional growth.</p>
PROFESSIONAL RELATIONSHIPS			
	<p>_____ Works cooperatively with members of the school staff, parents, students, and District personnel.</p>	<p>Has difficulty in working with some individuals.</p>	<p>Rarely cooperates, avoids teamwork, inappropriately competitive, or is aggressive or abrasive in a working relationship.</p>
EVIDENCE OF FLEXIBILITY			
	<p>_____ Recognizes problems and adjusts proactively.</p> <p>_____ Is open to discussion and feedback, considers alternatives, and implements rational change.</p>	<p>Seldom recognizes problems or does not react appropriately.</p> <p>Reacts negatively to new ideas, unwilling to participate in rational discussions, and critical and</p>	<p>Is inflexible, reacts too little and too late.</p> <p>Lacks willingness to discuss or to implement necessary change.</p>

		unsupportive of solutions.		
MEETS OBLIGATIONS				
GENERAL COMMENTS	_____	Follows school and district procedures correctly and in a timely manner (e.g.: lesson plans, parent conferences, educational plans, etc.).	Follows school and district procedures after reminders.	Does not consistently follow school or district procedures even after a reminder.
	_____	Keeps consistently maintained, accurate and up-to-date records	Keeps inconsistent, inaccurate or out of date records.	Shows little or no evidence of appropriate record keeping.

Yukon Koyukuk School District
COUNSELOR PERFORMANCE EVALUATION FORM

Name: _____

Schools Served _____

Evaluator(s) _____

Review Period: From _____ To _____

Date Completed _____

1. Implements individual student planning through effective use of guidance/counseling skills;
 - a) carefully plans sessions with students.
 - b) effectively works with student on area of academic, career and personal counseling.
 - c) administers career tests, SAT, ACT, any other relevant counseling tests and accurately interprets tests.
 - d) involves students in personalized education and career planning.
 - e) uses the employability report.

COMMENTS:

2. Implements Responsive Services (consultation, personal counseling, crisis counseling and referral skills)
 - a) correctly identifies problems or issues to be resolved.
 - b) selects and uses counseling consulting and referral interventions appropriate to student problems and circumstances.
 - c) works with parents to help them better understand their children. Involves parents in post secondary counseling.
 - d) works with teachers and principals and follows up on students referred.

COMMENTS:

3. Implements system support through effective program monitoring and management as well as providing necessary support for other programs.
 - a) provides a comprehensive and balanced counseling program..

- b) selects program activities which met identified priority areas and are consistent with the strategic plan and district goals.
- c) collects evidence that students are achieving and helps in selecting programs for those who are not.
- d) operates within established procedures. policies and priorities.
- e) works cooperatively with school/staff and community to garner support for the counseling program.

COMMENTS:

4. Professional Behavior:

- a) contributes, through participation in district activities, to the development of educational programs to meet student needs.
- b) participates in conferences, workshops, courses, inservice training and other opportunities to maintain current pedagogical and student matter knowledge.
- c) creates a healthy emotional climate, personal self control, positive attitude, fairness, objectivity, and organization.
- d) utilizes support services, administrators, and parents.
- e) accepted by the school staff and shows a professional attitude towards all school employees.
- f) contributes to the professional planning of the staff.
- g) demonstrates enthusiasm and likes counseling.
- h) follows established policies and procedures of the district and of the various buildings and programs.

COMMENTS:

Stronge
PROFESSIONAL SUPPORT PERSONNEL
EVALUATION INSTRUMENT

Name _____

Job Title _____

1. Area of Responsibility _____

A. Job Responsibility _____

1. Performance Indicators Product or Process: Conducts programs for improvement of student study skills.
 - Standard for Satisfactory Performance: Provides programming that reaches every freshman during fall semester and deemed "somewhat helpful" by 75% of students.
 - Method of Documentation: Schedule of programs: student evaluation results
 - Documented Performance: Copy of programs: 80% found study skills "somewhat helpful" or "helpful"
2. Performance Indicators Product or Process: Presents information about services offered by counseling department.
 - Standard for Satisfactory Performance: Offers at least one students during academic year.
 - Method of Documentation: Schedule, program notices, and written handouts
 - Documented Performance: Parent meetings conducted (2): 100% of students notified at least once
3. Performance Indicators Product or Process: Conducts teacher inservice based upon assessed need.
 - Standard for Satisfactory Performance: Teacher inservice regarded as "helpful" or "informative" by 70% of teachers
 - Method of Documentation: Teacher survey Documented Performance: 80% of teachers found program "helpful" or "informative".⁵¹

Where can I get more information?

Personnel from the Kenai, Mat-Su and Yukon/Koyukuk school districts can explain their systems.

The project report, *Evaluation Handbook for Professional Support Personnel*, is found in the Resource Kit on Teacher Evaluation, available from the Alaska Department of Education. Or, it may be purchased for \$25 directly from Dr. Stronge at the address given in the Resources section of this *Handbook*.

⁵¹ Ibid.

F. Evaluation of Administrators

What is required?

AS 14.20.149 requires districts to adopt an evaluation system “for evaluation and improvement of the performance of the district’s...administrators” with the exception of the superintendent. This evaluation must:

- include observation of the administrator in his/her workplace and
- be based on professional performance standards adopted by the Department of Education
- provide an opportunity for students, parents, community members, teachers and administrators to comment on the performance of the administrator undergoing evaluation.

State regulations (4 AAC 04.200) set out content and performance standards for administrators in the public schools. These standards are reproduced in Section II of this *Handbook*. As with the teacher standards, districts must include the performance standards (subparagraphs of the regulations) in their own local standards. Districts are encouraged to use the form provided at the end of this subsection to compare proposed and existing local standards for administrators to state standards.

What is “best practice”?

Evaluation professionals such as those at CREATE are reexamining administrator evaluation as well as teacher evaluation. Daniel Stufflebeam, Director of the Evaluation Center of which CREATE is a part, detailed the tasks in developing an administrator evaluation system in a 1993 article for Evaluation Perspectives:

The 12 generic tasks in Stufflebeam’s evaluation model are

1. Describe the administrator’s position. An up-to-date job description for the administrator should be consistent with the core duties of the particular administrative position and should be periodically reviewed and updated.
2. Define evaluation users and uses. Evaluation uses and users should be determined ahead of collecting, reporting, and using information. This enhances validity and utility by focusing the collection of information on the intended uses, and also protects the incumbent against improper release of the information to other than right-to-know audiences and against uses of the information for other than the agreed-upon purposes.
3. Review student achievement data and system needs. Evaluations of the performance of educational administrators should examine the extent to which

student learning is satisfactory and school programs of instruction and other student services are adequate.

4. Select performance indicators and weights. Use the duties, position description, defined uses, and needs assessments referenced in the previous steps to define the performance evaluation indicators. Since some indicators are more important than others, one should weight them accordingly.
5. Define performance standards. The definition of performance standards includes the difficult but critically important task of determining decision rules for deciding on acceptable versus unacceptable performance of the administrator...it is necessary to define the thresholds of acceptable performance for each indicator and for the combination of indicators. This is important because a judgment of unacceptable performance for one or more critical indicators must sometimes override assessments on all other indicators.
6. Review and strengthen the position's plan and schedule of work for the year. Performance evaluations should examine the extent to which work plans appropriately address the position's defined performance expectations. They should also assess whether or not sufficient institutional support and delegated authority are allocated to help assure that the administrator can fulfill her/his responsibilities.
7. Document performance and accomplishments. Administrators have an important role in contributing information for use in evaluating their performances. While it would be inappropriate for any professional to control the evaluation of her/his work and issue her/his own report, it is nevertheless appropriate that administrators present evidence to show what they did to carry out their obligations and what they achieved.
8. Obtain stakeholder input. To gain perspective and objectivity in assessing the quality and impact of the administrator's performance, Candoli recommends that evaluative feedback should be obtained from superordinates, peers, subordinates, and constituents (especially students, parents, and community members) in addition to the assessment information provided by the administrator herself/himself.
9. Assess the work environment. Work settings should be carefully considered in evaluating an administrator's performance, because they can vary greatly and substantially influence what the administrator can accomplish. It is especially important to look at the extent of institutional, community, and parent support of the school/district; the characteristics of the students served; and social climate in the school/district.

10. Provide formative feedback. In a positive working environment, an administrator and supervisor(s) will engage in ongoing constructive exchange. Appropriate topics for consideration in ongoing formative evaluation include the administrator's performance, the institution's support of the administrator, issues that should be addressed, whether and how job expectations should be revised, and preliminary views of what the end evaluation is likely to show and conclude if performance continues about the same.
11. Compile the summative evaluation. Near the end of each evaluation cycle, the supervisor(s) or other evaluator should synthesize the available information on the administrator's performance. The summative evaluation should provide an overall evaluation of the adequacy of the administrator's service during the involved time period.
12. Improve professional service. Whereas the summative evaluation task is just an assessment of the merit and/or worth of the administrator's performance, any sound evaluation system must include or be involved with follow-up and impact steps...Here, we intend that follow-up actions could include developing a professional growth plan, giving a notice to remedy tied to possible termination, recognizing excellent performance, or terminating and replacing the administrator.⁵²

Peterson, in *Teacher Evaluation*, also looks at administrator evaluation and suggests the following required and optional data sources to be used in the process:

Required	Optional
Administrator knowledge	Peer review of personal data
Systematic client opinion	Assessment center results
Objective district data	Other individually-selected data
Professional activity	

He describes how the required sources could be used.

Administrator Knowledge. A number of specific areas of knowledge are important for school administrators. These include promising educational practices, teacher evaluation, legal concerns, emergency procedures, management (business, human resources, conflict resolution), and information about specific audiences such as parents.

Data sources for administrator knowledge maybe standardized tests, assessment centers, university course passing grades, or face-to-face interviews with

⁵² Stufflebeam, Daniel L., *Toward An Adaptable New Model For Guiding Evaluations Of Educational Administrators*, Evaluation Perspectives, Vol. 3, No. 3, September, 1993

superintendents. Accumulating more than one assessment strategy, for example, paper-and-pencil test and performance center, is preferable. This is not an annual activity for each principal, but done frequently enough to ensure continuing up-to-date knowledge.

Systematic client opinion. An important source of information about administrator quality comes directly from the people with whom he works. Systematic surveys of important audiences document the necessary and important work of the administrator. These audiences include teachers, students, parents, staff, and district contacts. Central purposes of surveys are to build up a record of levels of satisfaction over a period of years and to indicate areas of strength and accomplishment. Survey items should be tied to tasks, simple and direct, and few in number...The surveys should be studied by factor and correlational analysis and improved using the empirical data from trial applications of volunteers.

Sample interviews or focus groups of audiences, such as students or clerical staff may be helpful for expanding information found in surveys..

Objective district data. An important component of administrator evaluation is evidence concerning important duties and tasks. One example is routine paperwork; it is the responsibility of the administrator to keep the information flow in his school, and between school and district, efficient and on time. Another example is requests for transfer by faculty; there is an optimum level where good teachers are encouraged, but bad teachers are pressured to seek greater comfort elsewhere. Other district data might be initiatives for instructional improvement, progress on district goals, and context-indexed effectiveness of student discipline management.

Professional activity. Part of educational leadership is consistent participation in activities that develop and encourage up-to-date practice and personnel support. This professional activity includes dissemination of information about educational practice, such as is found in curriculum organizations. Interactions with the business community and employers are important. Youth service agencies and community support groups permit administrators to coordinate efforts. Documentation of professional activity should include logs of contacts, meetings, topics, persons, and dates. Patterns or strategies of participation should be provided by the individual administrator.⁵³

Districts are reminded that administrator evaluation must be based at least in part on observation. Valentine, an early leader in performance/outcome-based principal evaluation (P/OBPE), outlines the importance of observation:

Decisions based on assumptions about performance are inappropriate. To evaluate a principal without observing and effectively documenting specific

⁵³ Peterson, op. cit. p. 231

administrative skill is unfair to the principal, unethical, and in more and more states a violation of procedural rights. Therefore, an essential component of P/OBPE is the on-site observation of a principal.⁵⁴

The preferred method of principal observation, according to Valentine, is shadowing, or “following the principal during the school day and making notes about what the principal does and says⁵⁵.” Specifically, he recommends that the evaluator record as exactly as possible statements made by and to the principal and the concrete tasks in which the principal engages. In addition, the observer should make notes about the physical environment of the school and the behavior and attitudes of students and staff. He suggests that scheduled observations should last between one-half to a full day and should occur at least once a school year.

For a scheduled observation, Valentine recommends a pre-observation conference, either in person or by phone, in which the principal and evaluator agree on the time of the visit and the specific tasks to be observed. Observation notes should be condensed and written up, preferably on a standardized form. This form provides the basis for the post-evaluation conference, at which the evaluator and the principal discuss performance and, where necessary, develop a skill-improvement plan.

In addition to scheduled observations, Valentine recommends unscheduled visits. Note taking during and feedback from unscheduled visits are the same as in scheduled observations.

What are some examples of actual administrator evaluation systems and tools?

Several school districts submitted forms for evaluation of principals or site administrators. Several also provided forms for community, staff and/or self evaluation. At the end of this section, a checklist is provided which districts may use to compare these and similar performance standards/checklists to the standards mandated by state regulation.

⁵⁴ Valentine, Jerry W., *Performance/Outcome Based Principal Evaluation*, paper presented at the Annual Meeting of the American Association of School Administrators, New Orleans, February 20-23, 1987., available from ERIC, ED 281 317

⁵⁵ Ibid.

Yukon-Koyukuk School District
SITE ADMINISTRATOR EVALUATION

NAME _____ POSITION _____
SCHOOL _____ DATE _____

INTRODUCTION

The evaluation of principals is a cooperative and continuing effort with the purpose of improving instructional programs and activities for students. Inherent in the evaluation process will be the guidelines established by the State Department of Education and School Board policies.

PROCEDURES/TIMELINES

1. AUGUST - DECEMBER

The evaluator monitors the performance of the evaluatee through formal and informal observation, work samples, self-evaluation and conferences. The evaluator and Principal will meet to delineate the Principal's school-wide and professional goals for the school year.

2. JANUARY-MARCH

The formal evaluation will be completed and the evaluator and evaluatee will hold a conference. The evaluatee's goals for the current year will be reviewed. Principals can expect their formal evaluation by March 31.

EVALUATION INSTRUMENT

This form has been developed as part of a continuous improvement program for management personnel. Evaluation is a positive process to assist the professional administrator to improve skills related to an area of responsibility.

EVALUATION TERMS

C - Competent (There is evidence that both quality and consistency are competent).

I - Needs Improvement (There is evidence that either quality or consistency needs improvement or there has not been sufficient improvement to meet District competencies. Area(s) needing improvement shall be narratively reported below).

NA - Not applicable or insufficient knowledge on which to assess.

A. CURRICULUM I INSTRUCTION

- ___ 1. Implements Strategic Plan
 - a) Exhibits leadership in implementing the plan (staff, students, and community)
 - b) Information submitted reflects meaningful compliance
 - c) Timelines are met

- ___ 2. Provides instructional leadership for the school
 - a) Visits every classroom everyday
 - b) Is visible in the school
 - c) Takes time to observe teaching
 - d) Reviews lesson plans regularly
 - e) Checks to see if the lesson plans are being implemented
 - f) Checks to see that the lesson plans reflects curriculum
 - g) Observes classroom instruction to ensure that curriculum is taught
 - h) Checks for over usage of texts, workbooks and worksheets
 - i) Media resources are being utilized for instruction

- ___ 3. Good teaching practices are evident
 - a) Professional library
 - b) Cooperative learning
 - c) Model good teaching practices
 - d) Alternative assessments are evident
 - e) Peer tutoring
 - f) Project-centered, integrated learning
 - g) Co-teaching
 - h) Evidence of student writing every day in every class
 - i) Evidence of operational, conceptual, and real life mathematical problem-solving (manipulatives, calculator use, collaboration)
 - j) Community-based projects
 - k) Meaningful Cultural Heritage Program

- ___ 4. Assures that school goals are well-articulated
 - a) Developed in collaboration with staff, students, and community
 - b) Goals are measurable and reflect the needs of the school and the strategic plan
 - c) Action plan for implementation and assessment of goals
 - d) Staff development plan that reflects school goals and expressed needs of staff
 - e) Allows time for professional development and staff collaboration
 - f) Goals are posted in each classroom

- ___ 5. Assures the implementation of the curriculum
 - a) Fully understand curriculum
 - b) Focus is on Core Curriculum Goals
 - c) Models curriculum implementation (PIT)

- ___ 6. Exhibits leadership in technology
 - a) Well articulated plan for utilization of computer lab and/or computers
 - b) Teachers use Alaska Writing Program
 - c) Facilitates the implementation of site technology plan

Comments:

B. LEADERSHIP

- ___ 1. Promotes the school as a community of learners
 - a) Ensures that adult and student learning is occurring within the school
 - b) Models learning for staff and students
 - c) Keeps school focused on students
 - d) Allows time for meaningful interaction/collaboration
 - e) Allows teachers to participate in meaningful decisions about the school
 - f) Keeps the flame of your vision alive throughout the school and community
 - g) Models on-going risk taking and professional learning
 - h) Supports in-school research and evaluation
- ___ 2. Communicates Vision
 - a) All students can learn and that learning is the most important reason for being in school
 - b) Public speaking and writing emphasizes the importance and value of high achievement
 - c) Clear understanding of the school's mission and able to state it in direct, concrete terms
 - d) Instructional focus is established that unifies staff
 - e) Seeks out innovative programs and collaborates with staff about adopting or adapting them
- ___ 3. Makes decision in a professional manner
 - a) Decisions are made in collaboration with staff, students, and community
 - b) Decisions are based on the best interest of students
 - c) Decisions are based on objective evaluation of the strengths and weaknesses of the school
- ___ 4. Understands the need for and supports the professional development of staff members
- ___ 5. Annually solicits and analyzes principal evaluation documentation from staff & CSC
- ___ 6. Develops and implements a community involvement plan
- ___ 7. Promotes an active student government
- ___ 8. Provides leadership development opportunities for students
- ___ 9. Provides leadership development opportunities for staff

Comments:

C. PERSONNEL

- ___ 1. Follows district procedures for hiring of classified personnel.
- ___ 2. Evaluates, according to District policy, all personnel working within their building
 - a) Meets timelines and follows procedures for evaluation of employees
 - b) Meaningful and useful feedback to improve instruction provided to teacher and aides
- ___ 3. Supervises Maintenance/Custodial personnel
 - a) Assures safety/Hazard Free conditions
 - b) Orderly work areas
 - c) Clean buildings
 - d) Well maintained buildings
 - e) Heat, water, and lighting all in working order
 - f) Sanitized

___ 4. Manages site personnel in accordance with adopted Board policies, district procedures, state and federal laws and regulations

___ 5. Promotes and models professional dress of staff

Comments:

D. SCHOOL CLIMATE

___ 1. Focuses commitment to children

- a) Makes decisions based on students' best interest
- b) Projects an "All Kids Can Learn" attitude
- c) Committed to challenging all children
- d) Promotes a community of learners
- e) Learning is protected from disruption
- f) Safe orderly learning environment is established and maintained

___ 2. Collaboratively establishes, practices and communicates a formalized program for

___ 3. Stresses academic excellence and develops strategies for providing recognition for individual students and teachers

- a) Bulletin board displays of student work
- b) Monthly Newsletters with calendar of upcoming events
- c) Quarterly honors/award ceremonies

___ 4. Coordinates the planning of extra-curricular activities and encourages student participation

___ 5. Coordinates and implements an effective food service program, and establishes and implements effective and efficient office procedures

___ 6. Coordinates and implements effective and efficient office procedures

___ 7. Submits required reports and inventories in an accurate and timely manner

___ 8. Maintains student records in accordance with adopted Board policy, district procedures, state and federal laws and regulations

Comments:

E. COMMUNITY

___ 1. Communicates effectively with parents and students concerning students' progress and school programs

___ 2. Encourages community and parent involvement

___ 3. Stresses to teachers, students and school employees the public relations implications of their roles

___ 4. Promotes active participation from staff, students, community and CSC in decision-making

Comments:

F. FINANCES

- ___ 1. Develops the site budget in accordance with District procedures and includes staff and community input
- ___ 2. Develops a budget that reflects district strategic plan and school goals
- ___ 3. Manages the school budget in accordance with District procedures
- ___ 4. Provides for appropriate and adequate supplies for school programs and operations
- ___ 5. Provides an accurate inventory of basic texts and supplementary materials, supplies, and equipment which is updated and maintained on an annual basis
- ___ 6. Follows District policies and procedures in handling student activity funds and petty cash
- ___ 7. Follows procedures concerning Fixed Assets Inventory acquisition and/or disposal
- ___ 8. Actively seeks out grants and alternate sources of funding
- ___ 9. Works within the budget

Comments:

G. FACILITIES

- ___ 1. Facilitates safety, attractive appearance, regular maintenance, custodial upkeep, sanitation and energy conservation of facilities in collaboration with maintenance supervisor
- ___ 2. Develops, updates and implements plans for appropriate room space utilization
- ___ a. Fosters pride, respect and appreciation of building

Comments:

H. PERSONAL TRAITS

- ___ 1. Demonstrates flexibility and poise (i.e., adapts behavior to circumstances)
- ___ 2. Communicates effectively (oral and written)
- ___ 3. Participates as a member of the District management team and supports District policy
- ___ 4. Demonstrates decision-making skills and arrives at reasoned decisions
- ___ 5. Anticipates problem areas and plans accordingly
- ___ 6. Demonstrates tactfulness, fairness, persistence, consistency, enthusiasm when dealing with staff, students, and community
- ___ 7. Carries out administrative duties in a professionally ethical manner
- ___ 8. Shows commitment to the job

___ 9. Models Professional Role

- a) On time
- b) In the school and available from 8 a.m. - 4:30 p.m.
- c) Stays until job is done
- d) Attends extra-curricular functions
- e) Dresses professionally
- f) Professionally current

Comments:

I. PERSONAL ASSESSMENT

___ 1. Completed staff assessment by the end of first quarter

___ 2. Completed CSC assessment by the end of first semester

___ 3. Completed self-evaluation and turned it in to Director of Instruction at evaluation summary meeting

I acknowledge that I have read this evaluation summary and recommendations, which does not necessarily mean that I agree with them. I further acknowledge that if I wish to respond to this evaluation that a written response must be submitted within 48 hours.

Evaluator's Signature

Date

Site Administrator's Signature

Date

Evaluator's Recommendation to Superintendent:

Retention _____ Non-Retention _____

Juneau School District
POSITION DESCRIPTION - PRINCIPAL

Position Purpose

Within the limits of law, board policies and regulations, administrative rules, and instructions from the Superintendent or designee, the principal provides leadership, management and supervision for a high quality learning environment within the specific curriculum and standards of the District.

An expanded job description is outlined in broad terms in the following paragraphs. These competencies, responsibilities and qualities are considered essential to effective performance in a school administrative position.

Nature and Scope

The principal is a professional with the responsibility for a specified curriculum, building supervision and management of all personnel, facility and fiscal resources.

In addition, the principal must maintain an attitude and conduct which is consistent with the Code of Ethics and the professional teaching standards, and follow building and District procedural guidelines and policy.

Responsibilities

Instructional leadership

a. Promotes Shared Vision

It is the responsibility of the principal to work with staff, parents and community members to create positive goals which will foster effective educational processes, and to promote and maintain these shared goals within the wider community.

b. Implementation of School Improvement

It is the responsibility of the principal to gather information from a variety of sources to identify areas for school improvement. Once identified, it is the principal's responsibility to develop, coordinate and implement strategies for school improvement.

c. Knowledge of Curriculum Instruction and Assessment

It is the responsibility of the principal to possess and demonstrate a broad base of current curriculum knowledge and application to ensure an effective educational program. The principal must also have implemented a successful assessment policy to ensure planned goals and objectives are being met.

d. Supervision for Effective Instruction

It is the responsibility of the principal to be aware of how the instructional program is organized and implemented, and to determine how instruction can be improved at all levels. Additionally, it is the principal's responsibility to evaluate staff through a positive process which will improve skills, instructional programs and support services.

e. Organization and Understanding of Staff Development

It is the responsibility of the principal to be aware of training needs of staff, and to encourage and provide the opportunity for staff members to improve themselves professionally

f. Advocates for Diverse Individual Student Needs

It is the responsibility of the principal to be aware of the needs of individual students and groups of students, to support an understanding of their needs and provide opportunities for these needs to be fulfilled.

g. Elicits Positive Culture and Encourages Leadership in Others

It is the responsibility of the principal to create a school culture which is positive and is capable of achieving its goals. To create and maintain this culture the principal should encourage involvement, commitment and a willingness to lead among staff, students, parents and the community.

h. Promotes Staff and Community Involvement in Program Improvement

It is the responsibility of the principal to encourage parents, community members and students to establish links with the school, and classrooms in particular, to foster shared learning, understanding and assistance.

i. Commitment to Professional Growth

It is the responsibility of the principal to participate in professional studies and experiences that enhance professional growth, and to participate in both building and district efforts aimed at improved student learning.

j. Effective Role with Site Council

It is the responsibility of the principal to facilitate effective communication among members and foster leadership within the group. The principal may help identify issues, set goals and provide direction.

k. Knowledge and Skills with Instructional Technology

It is the responsibility of the principal to be aware of current technology in education, perceive how to apply technology in the curriculum, and demonstrate effective use of technology in daily operations.

l. Program Evaluation

It is the responsibility of the principal to evaluate the planned goals and objectives for programs operating within the school. The principal is responsible for managing the evaluation process, analyzing the information and developing strategies to improve the program.

m. Facilitation of Skills with Large and Small Groups

It is the responsibility of the principal to demonstrate skills which promote cooperation, understanding, leadership and direction to groups of all sizes.

Management

a. Provides Safe and Orderly Environment

It is the responsibility of the principal to ensure safety and security of students, personnel, and school property within the school facilities and grounds and in school related activities off school property.

b. Fiscal Accountability

It is the responsibility of the principal to develop a fiscally responsible budget for their building. The principal as the educational leader should seek input from staff and the community to determine needs and coordinate a plan into a realistic and functional budget for submission to the district financial administrator.

c. Maintenance and Operations of Plant

It is the responsibility of the principal, in cooperation with district office, to monitor the condition of all school facilities and grounds.

d. Effective Scheduling of Students and Building Use

It is the responsibility of the principal to develop an effective student and staff daily schedule, and to ensure efficient scheduling of the building facilities by students, staff and the community

e. Knowledge of Policies, Statutes, Rules and Procedures

It is the responsibility of the principal to be cognizant of and abide by all building and district policies, statutes, rules and procedures.

f. Staff Hiring and Assignment

It is the responsibility of the principal to be involved in the interview process, consider recommendations, make appropriate decisions and assign all staff.

g. Completes Required Reporting and Record Keeping

It is the responsibility of the principal to accurately maintain, complete and submit all reports and records required in a timely and professional manner.

h. Effective Staff Relations and Team Building

It is the responsibility of the principal to work with staff to create a working environment which is harmonious and cooperative and where all staff are encouraged to work together to support themselves, the program and the students.

i. Effective Delegation of Responsibilities

It is the responsibility of the principal to ensure that tasks or roles delegated to staff are within areas of capability and interest to achieve success.

j. Allocation of Resources to Increase Learning Opportunities

It is the responsibility of the principal to determine all resources available and in cooperation with staff allocate these in ways which will maximize the opportunity for students to develop to their potentials.

Communications

a. Effective Oral and Written Communication Skills

It is the responsibility of the principal to realize the importance of and use effectively oral and written communication skills which demonstrate understanding, sensitivity and accuracy and that all communication is provided in a timely manner.

b. Intercultural Communication Skills

It is the responsibility of the principal to be aware of the different communication styles within cultures, show sensitivity and understanding of these differences and to have developed positive, respectful and helpful methods of communication.

c. Communicates Effectively with Parents/Community Members

It is the responsibility of the principal to listen, understand and communicate information both orally and in writing with accuracy, clarity, sensitivity and effectiveness to a variety of audiences.

d. Conflict Resolution Skills

It is the responsibility of the principal to possess knowledge of conflict resolution strategies, and to be able to implement these skillfully and successfully.

e. Communication with Staff

It is the responsibility of the principal to listen to staff, ask questions, seek answers, and respond with accuracy, clarity and in a timely manner.

f. Visible and Positive Relations with Students

It is the responsibility of the principal to be visible and available to students, to display a positive image, show sensitivity, fairness, and consistency and to develop effective communication skills with all students.

Parent/Community Relations

a. Processes Parent Concerns

It is the responsibility of the principal to hear parent concerns, demonstrate sensitivity and understanding, show willingness to respond, and quickly and effectively act upon concerns and inform parents of decisions or actions.

b. Interfaces with Community Schools and RALLY

It is the responsibility of the principal to encourage community use of school facilities, be aware of the types of programs and activities operating within the school, and to maintain communication, assistance and a supportive relationship with these user groups.

c. Effective Volunteer Programs

It is the responsibility of the principal to encourage volunteer participation of parents and community members in all facets of the school program, and to ensure that volunteers are utilized respectfully and advantageously.

d. Good Interagency Relationships

It is the responsibility of the principal to develop interactive and supportive relationships with those agencies working with the school and district.

e. Evidence of Multicultural Awareness and Appreciation.

It is the responsibility of the principal to develop awareness of local cultures and to demonstrate sensitivity and understanding of cultural differences.

Juneau School District PRINCIPAL EVALUATION FORM

Administrator _____

School _____

Assignment _____

It is the belief of the Juneau Borough Schools that evaluation can be an effective tool to improve performance. It is the goal of this evaluation to effect change in the direction of continually increasing professional excellence,

	Plan for Assistance	Proficient	Exceptional
1. Instructional Leadership			
Promotes Shared Vision			
Implementation of School Improvement			
Knowledge of Curriculum Instruction and Assessment			
Supervision for Effective Instruction			
Organization and Understanding of Staff Development			
Advocates for Diverse Individual Student Needs			
Elicits Positive Culture and Encourages Leadership in Others			
Promotes Staff and Community Involvement in Program Improvement			
Commitment to Professional Growth			
Effective Role with Site Council			
Knowledge and Skills with Instructional Technology			
Program Evaluation			
Facilitation Skills with Large and Small Groups			
2. Management			
Provides Safe and Orderly Environment			
Fiscal Accountability			
Maintenance and Operations of Plant			
Effective Scheduling of Students and Building Use			
Knowledge of Policies, Statutes, Rules and Procedures			
Staff Hiring and Assignment			
Effective Staff Relations and Team Building Skills			
Effective Delegation of Responsibilities			
Allocation of Resources to Increase Learning Opportunities			
3. Communications			
Effective Oral and Written Communication Skills			
Intercultural Communications Skills			
Communicates Effectively with			

Parents/Community Members			
Conflict Resolution Skills			
Communication with Staff			
Visible and Positive Relations with Students			
4. Parent/Community Relations			
Processes Parent Concerns			
Interfaces with Community Schools and RALLY			
Effective Volunteer Programs			
Good Interagency Relationships			
Evidence of Multicultural Awareness and Appreciation			

Plan for Assistance indicates a requirement to expand upon skills in this area.

Proficient indicates effective skills in knowledge and implementation in this area.

Exceptional indicates advanced skills and mastery of knowledge and implementation in this area.

Descriptors checked in either Exceptional or Plan for Assistance must be supported by a narrative comment. (Attach additional pages if necessary)

1. Instructional Leadership

2. Management

3. Communications

4. Parent and Community Relations

5. Administrator's Statement (Optional)

The principal/assistant principal may comment on any part of this evaluation.

The signatures below indicate that the administrator and evaluator have discussed this report, and the staff member has received a copy. It does not necessarily indicate agreement with the report.

Evaluator's Signature

Date

Administrator's Signature

Date

Yukon/Koyukuk School District
CSC ASSESSMENT OF SCHOOL ADMINISTRATOR

(Same form for Staff Assessment of Administrator)

Please take a moment to provide me with your input concerning my role as the school administrator as you see it. It is assumed that everyone has strong qualities as well as areas for improvement. It is important that you fill out both areas as they will help me improve my service to this school. This assessment is for my self-improvement only.

1. Areas of Strength

2. Areas for Improvement

I would like to meet with you to discuss the assessment: Yes_____ No _____

Signature_____ Date _____

Aleutians East Borough School District
TEACHER/ASB EVALUATION OF PRINCIPAL, PRINCIPAL/TEACHER

Meets or Exceeds Expectations	ME
Competent but Requires Improvement	R
Unsatisfactory - Requirements Improvement	U
Not Observed	N

PERFORMANCE AREA - ORGANIZATIONAL CRITERIA

1. Implements effective procedures for the safe and orderly operation of the school. _____
2. Effectively communicates standards to the students, staff, ASB, community _____
3. Maintains, high standards of ethics, honesty, integrity in all personnel and professional matters. _____
4. Maintains poise and emotional stability in the full range of his professional activities. _____
5. Effectively establishes standards time for the school _____
6. Has successfully made progress on completing school goals. _____
7. Initiates or helps suggest effective programs school wide or as needed in selected areas. _____
8. Identifies and initiates solutions to organizational and program problems as they occur. _____

PERFORMANCE - INTERPERSONAL RELATIONSHIP WITH SCHOOL COMMUNITY

9. Promotes positive self image in students. _____
10. Promotes self control, self motivation, and self discipline. _____
11. Interacts with students, staff, and community in a mutually respectful and friendly manner. _____
12. Provides constructive criticism and praise when needed and appropriate. _____
13. Uses discretion and professionalism in handling confidential information and difficult situations. _____
14. Maintains open communications with parents and ASB by providing pertinent information in an effective and timely manner. _____
15. Maintains a positive rapport with staff. _____

PERFORMANCE AREA - PROFESSIONAL BEHAVIOR

16. Is reliable, punctual and consistent. _____
17. Completes job duties promptly and accurately _____
18. Maintains professional attitude and appearances, which does not detract from the learning environment. _____
19. Exercises reasonable care for the school facility and equipment. _____
20. Complies with District policies, Contract Provisions and State Regulations, Laws and Guidelines. _____
21. Promotes and organizes effective professional development for himself and staff. _____
22. Actively participates in the organization and supervision of extra curricular events. _____
23. Relationship with the ASB. _____
24. Keeps the ASB informed of current issues before the school community. _____
25. Provides professional advice for the effective decision-making process. _____

- 26. Interprets and executes the intent of the ASB directives.
- 27. Supports the goals and policies of the ASB to the students and staff.
- 28. Seeks and accepts constructive criticism of his work.
- 29. Understands his role as the school's leader.

Additional comments

ASB Chairperson Date

Principal or P/T Date

Where can I get more information?

The following documents are included in the CD-ROM accompanying this *Handbook*.

Toward An Adaptable New Model For Guiding Evaluations Of Educational Administrators. Stufflebeam, D. L. (1993, September). CREATE Evaluation Perspectives, 3(3), 4-6.

Administrator Evaluation: A Bibliography. Cullen, K. (1994). 155 entries.

ERIC also has a large collection of information on administrator evaluation.

In addition, personnel from the Alaskan districts cited above can describe their systems in more detail.

Sample Forms

State Standard/Local Standard Comparison Check List

State Standard	Our Standard(s)	Comments
<i>(1) An Administrator provides leadership for an educational organization.</i>		
(A) works with and through individuals and groups;		
(B) facilitates teamwork and collegiality, including treating staff as professionals;		
(C) provides direction, formulates plans and goals, motivates others and supporting the priorities of the school in the context of community and district priorities and staff and student needs;		
(D) focuses on high priority issues related to student learning and staff competence;		
(E) recognizes and acknowledging outstanding performance;		
(F) solves or convenes others to solve problems and making sound judgments based on problem analysis, best practice, district goals and procedures;		
(G) prioritizes and uses resources effectively to accomplish organizational goals through planning, involving others, delegating and allocating resources sufficiently and to priority goals;		
(H) takes action to carry out plans and accomplish goals;		
(I) maintains own professional goals.		
<i>(2) An administrator guides instruction and support an effective learning environment.</i>		
(A) supports the development of a schoolwide climate of high expectations for student learning and staff performance;		
(B) ensures that effective instructional methods are in use;		
(C) maintains school or program-level records of		

student learning, and communicating students' progress;		
(D) develops and supports instructional and auxiliary programs for the improvement of teaching and learning;		
(E) facilitates the establishment of effective learning environments.		
<i>(3) An administrator oversees the implementation of standards-based curriculum.</i>		
(A) demonstrates knowledge of current major curriculum design models;		
(B) interprets school district curricula in terms of school-level organization and program;		
(C) facilitates staff's alignment of materials, curricula, methods, goals and standards for student performance;		
(D) monitors social and technological developments as they affect curriculum.		
<i>(4) An administrator coordinates services which support student growth and development.</i>		
(A) implements and oversees student behavior and discipline procedures which promote the safe and orderly atmosphere of the school;		
(B) provides for student guidance, counseling and auxiliary services;		
(C) coordinates outreach for students, staff and school programs community organizations, agencies and services;		
(D) is responsive to parent and family requests for information, involvement in student learning and outreach assistance;		
(E) supports the development and use of programs which connect schooling with plans for adult life;		

(F) supports the development and overseeing the implementation of a comprehensive program of student activities.		
<i>(5) An administrator provides for staffing and professional development to meet student learning needs.</i>		
(A) supervises or arranges for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply , as appropriate, both collegial and hierarchical models;		
(B) works with faculty and staff to identify individual and group professional needs and design appropriate staff development opportunities;		
(C) evaluates staff for the purpose of making recommendations about retention and promotion;		
(D) participates in the hiring of new staff based upon needs of the school and district priorities.		
<i>(6) An administrator uses assessment and evaluation information about students, staff and the community in making decisions.</i>		
(A) develops tools and processes to gather needed information from students, staff and the community;		
(B) uses information to determine whether student, school or program goals have been met and implementing changes where appropriate;		
(C) interprets assessment information and evaluations for others;		
(D) relates programs to desired standards or goals.		
<i>(7) An administrator communicates with diverse groups and individuals with clarity and sensitivity.</i>		
(A) communicates clearly, effectively and with sensitivity to the needs and concerns of others, both		

orally and in writing;		
(B) obtains and uses feedback to communicate more effectively;		
(C) recognizes the influence of culture on communication style and communicating with sensitivity to cultural differences;		
(D) communicates a positive image of the school in the community.		
<i>(8) An administrator acts in accordance with established laws, policies, procedures and good business practices.</i>		
(A) acts in accordance with federal and state laws and regulations		
(B) works within local policy, procedures and directives;		
(C) administers contracts and financial accounts responsibly, accurately, efficiently and effectively.		
<i>(9) An administrator understands the influence of social, cultural, political and economic forces on the educational environment, and uses this knowledge to serve the needs of children, families and communities.</i>		
(A) acts with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;		
(B) identifies relationships between public policy and education;		
(C) recognizes the appropriate level at which an issue should be resolved, including home, classroom, building and district levels, and taking appropriate action;		
(D) engages in and supports efforts to affect public policy that will promote quality education for		

students;		
(E) addresses ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames;		
(F) enlists public participation in and support for school programs, student achievement and the schoolwide climate for learning.		
<i>(10) An administrator facilitates the participation of parents and families as partners in the education of children.</i>		
(A) supports and respects the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community's diversity;		
(B) ensures that teachers and staff engage parents and families in assisting student learning;		
(C) maintains a school or program climate which welcomes parents and families and invites their participation;		
(D) involves parents and community in meaningful ways in school or program decisionmaking.		

G. Plans for Improvement

What is required?

AS 14.20.149 (b)(6) requires a “school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170 (a)”.

The statute further stipulates that for a plan of improvement for a **tenured teacher** whose performance, after evaluation, did not meet the district performance standards:

- the evaluating administrator must consult with the tenured teacher in setting clear specific performance expectations to be included in the plan of improvement;
- the plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher;
- the plan of improvement must be based on the professional performance standards outlined in the locally adopted school district evaluation procedure;
- the school district must observe the teacher at least twice during the course of the plan. (AS 14.20.149(e)).

For an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards:

- the plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated.
- the school district must observe the administrator being evaluated at least twice during the course of the plan.

What is “best practice”?

Virtually all the evaluation systems developed and/or recommended by evaluation experts contain a provisions for improvement of substandard performance. Most also include provisions for even adequate and excellent teachers to set and work toward professional continuous improvement goals.

In the case of substandard performance, experts agree that remediation plans must be

- specific as to weaknesses identified,
- concrete in describing the standard of performance which must be obtained,

- unambiguous in determining how achievement (or non-achievement) of the required performance standard will be measured, and
- realistic with respect to time given for improvement.

For remediation plans, the district assumes the responsibility for determining goals, achievement measures and timelines, which the employee is required to meet.

In professional development plans, on the other hand, the teacher generally sets his or her own goals for a specific time period, usually a school year, although these goals may be set within a context of overall school or district goals. In professional goal setting models, the individual teacher generally has considerable autonomy in determining how goals are to be accomplished and how accomplishment will be measured.

What are some examples of actual plans for improvement?

Most of the districts submitting information to the Department of Education routinely use self-improvement plans as part of their evaluation process. In many cases, these plans are part of a formative or continuous improvement process. Several districts submitted forms or procedures dealing directly with the kind of improvement plan cited in the statute; that is, a remediation plan to bring performance up to local standards. Both types of improvement plans are exhibited on the following pages, with the professional development plans succeeding those intended for remediation.

Districts are reminded that improvement plans must be based on locally-adopted performance standards for teachers and administrators.

Remediation Plans

Anchorage School District HOW TO WRITE A PLAN FOR IMPROVEMENT

Review of the Plan for Improvement Template

The template is built in columnar format, to help establish clear connection between specific Plan elements. Beginning on the far left is the column in which the principal is to articulate "What is needed?". In this column is placed the specific and general performance concerns which have given rise to the Plan.

Moving right, the next column identifies the performance expectation of the principal and the District. Essentially, these expectations are to be built on the competencies listed in the Appraisal packet. Those competencies are to provide the core reference for both the explanation of what is wrong and what is expected.

The next column is to indicate the time frame within which the Plan is to be addressed and completed. At a minimum, beginning and ending dates must be specified. Typically, with a non-tenured teacher, the starting date will on or before February 15 and close out in mid-May. With a tenured teacher, the timeline would likely be extended by one year.

Next there is to be an indication of how the principal will determine whether the expectations of the Plan have or have not been met. Careful attention must be paid to this portion of the Plan. Whatever you say you intend to do - weekly meetings, lesson plan review, weekly observations, etc. - must be done. Don't set yourself up for a charge that you failed to meet "your part of the bargain" and consequently no action should be taken against the employee.

Finally, on the far right of the form, is the column titled "Recommended Activities." In this area will be placed suggestions for activities in which the teacher may elect to participate, in an effort to meet the performance expectations established by the principal and District.

Review of Teacher Competencies

Within the Appraisal packet is a list of teacher competencies. Although the list was not intended to be used as a "check list" for competence, since the new forms were intended to represent an enlightened movement away from check list forms, it will nonetheless serve you well as a guide for identifying performance deficiencies and defining standard against which performance can be judged.

The list includes eight distinct categories. Beneath each is a short list of behaviors or indicators of competence. Without pretending that the list is exhaustive, it is probable that just about any deficiency in performance you can either observe or describe can be subsumed beneath one of the established categories.

Development of a Glossary of Key Descriptive Phrases

The easiest and most consistent way to initially describe both the deficiency and your expectations, by category, is to use the listed competent behavior as a guide. What you produce won't be original but it will be produced and use of the list will insure that what you articulate as a performance expectation will be consistent with what another principal expects, in another school.

As an example, the first category of expected competence is Diagnosis/Evaluation of Students. To indicate your concern for poor performance in this area, begin your Plan statement with: "Does not keep accurate and adequate records of student progress". Your expectation, to be placed in the next column to the right is: "The teacher will keep accurate and adequate records of student progress".

The first statement of concern will therefore have a foundation in an adopted document. You can't stop with the first statement, of course, but it will provide a foundation and give guidance on how to proceed.

Go back to your statement of deficiency: "Does not keep accurate, etc.". The next sentence or two should describe on what basis you have reached the conclusion reflected in the statement. For example, "Lesson plans have been reviewed for the past several months. Also reviewed were sample assignments, quizzes, and tests used by the teacher in determining student grades. Grade book entries were also reviewed; of 16 assignments given to students over a three month period, only two were recorded in the grade book. Those two grades were the sole basis for the quarter grade issued."

On the form, the entries should appear like this:

Areas Needing Improvement	Expectations	Timelines
Does not keep accurate and adequate records of student progress. Lesson plans have been reviewed for several months. Also reviewed were sample assignments, quizzes, and tests used by the teacher in determining student grades. Grade book entries were also reviewed; of 16 assignments given to students over a three month period, only two were recorded in the grade book. These two grades were the sole bases for the quarter grade issued.	Teacher will keep accurate and adequate records of student progress	15-Feb. through 15-May

In another area where problems are common, Management, let's run through another example. The problem is poor control, stemming in part from lack of a communicated standard of expected conduct. Use the first of the listed competencies to state the problem: "Teacher does not clearly define behavior standards which are appropriate for the developmental stages of students". The expectation is that such standards will be defined (placed in the second column). The proper question to ask yourself after the statement is made is: "How do I know the teacher doesn't clearly define standards." Your answer to the question creates the next sentence or two. For example, "There are no posted rules for classroom conduct. Out of 16 discipline referrals submitted to the principal by the teacher during the first quarter, none referenced violation of a known rule. Students complain frequently that they do not understand what is expected of them."

Areas Needing Improvement	Expectations	Timelines
Teacher does not clearly define behavior standards which are appropriate for the developmental stages of students. There are no rules for classroom conduct. Out of 16 discipline referrals submitted to the principal, during first quarter, none referenced violation of a known rule. Students complain frequently that they do not understand what is expected of them.	Teacher will clearly define behavior standards which are appropriate for the developmental stages of students.	15-Feb. through 15-May

The same pattern for development of "key descriptive phrases" can be followed in each established performance category, by use of an appropriate competence.

How to Prepare a Draft Plan

Column I The first task is to articulate what it is about a teacher's performance that is deficient and problematic. This effort will determine what goes under the first column of the Plan, entitled *Areas Needing Improvement*. Sometimes, probably most of the time, the problems will be obvious. In other instances, problems will be subtle and difficult to observe. Numerous sources of information regarding a teacher's performance may be relied upon; however, if a principal relies on a source other than direct observation, it must be identified. That requirement is sometimes problematic since it is not uncommon for poor teaching to be reported by other teachers who would prefer that their observations be kept confidential. Principals too would often prefer not to pit teacher against teacher.

To get started, do a simple "speed write" exercise. As quickly as possible, write down everything you can think of that is wrong with how the teacher works with students. Don't pass judgment on your own analysis; at least not yet. Don't be concerned about writing too much; just get down your concerns.

As a second step, place your concerns under one of the eight performance categories included on the Teacher Competencies sheet. Now you have concerns identified, by category.

The third step is to rewrite the initial concerns into behavioral terms. using the descriptive statements beneath each category as a guide, just like we did above. At this point, it should become apparent if you have duplicate concerns. Try to group concerns as clearly as possible.

Again, follow a formula: state the deficiency by using a stated expectation in the negative. Then ask and answer the question "How do I know?" or "Why have I reached this conclusion?". Following the format will help to ensure consistency and should make it much easier for you to build the plan. If you do a good job stating the various problems afflicting a teacher, filling in the left-most column, completion of the other columns will be *relatively easy*.

Column II Begin the statement of *Expectations* using the positive form of the sentence you used to state the problem. In other words, if you indicate the teacher doesn't do such and such, the expectation is that the teacher will do such and such, etc. Follow the initial statement of expectation with whatever other behavior you expect. Be careful not to convert the articulation of a general expectation into a list of simple tasks to be completed. Most tasks should be listed under "Recommended Activities" rather than under "Expectations." In that way, you will avoid a situation in which a poor teacher has completed all prescribed tasks without becoming one whit better, overall.

For example, suggesting that a teacher post rules of classroom conduct on the bulletin board as a way of improving classroom management is fine. However, completion of task of posting the rules may have no effect whatsoever on the ability of the teacher to actually control the class. The teacher should not be absolved of professional responsibility for effective classroom management simply because of compliance with a suggestion by the principal about how that responsibility might be met.

Remember: The teacher is responsible for being competent in the classroom. You are responsible for providing help and support; you are not responsible for doing the job the teacher was hired to do.

Column III In this column, you establish whatever timeline you feel is appropriate. Since most plans are used for non-tenured teachers, the timeline generally runs from around February 15 through mid-May. An earlier start is even better, if possible. This plan format, however, may be used with any type of employee. Simply define a time frame that provides a reasonable opportunity for demonstration of improvement. The judgment of what is reasonable is necessarily subjective; just lay out what you would want to see if you were on the plan. Ninety (90) days is usually a good start; more time is common, less is usually problematic.

Column IV In the *Evaluation* column, it is important that a clear indication is given to the teacher (employee) of how you intend to determine whether or not the expectations defined in the Plan have been met. Be especially careful in this section. Do not promise to do something you probably won't be able to do. For example, don't say you will observe twice a week for an hour each time if you know your calendar won't allow that much devotion of time. You need to get into the classroom, but more than once a week is places unreasonable demands on your time and would probably be viewed as harassing.

Try to articulate an evaluation methodology that fits the problem and makes sense to you and to the teacher. If your diagnosis states that you believe the teacher's demonstrably poor classroom control is a product of poor lesson design and inappropriate pacing of designed lessons, include lesson plan review in your evaluation methodology, rather than just concentrating on observation of student behavior. Whatever observations you do should be purposeful and specific. That means that, as a result of your observation, you should be able to produce data/information about what you observed which can be shared with the teacher and referenced as evidence of failure to perform.

Column V The completion of the *Recommended Activities* column provides easy opportunity for discussion with the teacher - and with the Association rep who will probably accompany the teacher to the conference called to present the Plan - regarding how best to address the deficiencies identified. You may include whatever you wish, based on your own experience. Whatever reasonable suggestions are made by the teacher may also be included. If you are uncomfortable with a suggestion, leave it out. This is your Plan; it need not be the product of debate or collaboration. On the other hand, don't worry too much if the list of activities includes some items that are odd or of little utility. Completion of all recommended activities does not necessarily guarantee a judgment of competence.⁵⁶

⁵⁶ Anchorage School District, Labor Relations Department, *How to Write a Plan for Improvement*, October, 1995

Anchorage School District
IMPROVEMENT PLAN

Areas Needing Improvement	Expectations		Evaluation	Recommended Activities

Teacher _____ Date_____ Principal _____ Date _____

Yukon-Koyukuk School District
PLAN FOR IMPROVEMENT

NAME _____ DATE _____

DEFICIENCIES THAT MUST BE IMPROVED FOR CONTINUED EMPLOYMENT:

A follow up evaluation will occur _____

I acknowledge that I will read the above evaluation summary and recommendations, which does not necessarily mean that I agree with them. This evaluation must be signed within 24 hours and a copy returned to the signing administrator.

Evaluator's Signature

Date

(Unit Administrator)

Teacher's Signature

Date

The Plan of Improvement will include a concise statement(s) of the deficiency(ies), corrective action(s) expected of the teacher, support and assistance provided by the administration and a timeline.

Chatham School District PLAN FOR IMPROVEMENT

(Chatham School District proposes using a consulting teacher coupled with a plan of improvement to assist teachers new to the district and experienced teachers who do not meet the district's performance standards. The district has developed a plan of improvement document in goal format, which includes ways in which consulting teachers and other district personnel can support the teacher in meeting his/her goals. The following table contains a sample of teacher goals (tied to district performance areas) and support activities.)

Special Goals for The teacher

A. Skill in Planning

Write lesson plans that lead to an orderly, sequential pattern of learning. Prepare lesson plans based on specific goals and objectives that lead to behavioral changes. Write lesson plans that are understandable to supportive personnel and substitutes. Prepare teaching aids for use in presentation. Provide for a balanced variety of activities Follow Chatham School District Regional School Board policies regarding planning and preparation. As incorporated in the standard plan book, prepare plans based on goals and objectives compatible with the Philosophy and policies of the Chatham School District. Teacher demonstrates implementation of daily lesson plans.

B. Assessment and Evaluation Skills

Plan for formal tests and quizzes as indicated in scope and sequence. Give formal tests based on student needs. Recognize students' nonverbal responses. Reteaches when appropriate. Teacher will keep accurate written records of student achievement.

C. Skill in Making Assignments

Assigns lessons suitable in length and difficulty to the students' age, ability and background. Assigns lessons that are clear and definite to the student. Assigns lessons that are planned for a sequential pattern of learning. Selects assignments that are purposeful, worthwhile, and related to the subject matter and skills being taught. Takes into consideration the student and his family when assignments are made.

D. Skill in Developing Good Work-Study Habits

Provide opportunities for students' creative work. Develop research techniques (skills) among students. Provide for cooperative learning situations in research projects.

Supportive Activities by Other Personnel

A. Skill in Planning

Provide lesson plan booklet. Provide supportive materials such as teacher guides, handbooks, etc. to the teacher. Arrange for a specialist to visit the teacher to assist in the details and techniques of planning. Discuss lesson planning with the teacher. Provide examples of effective lesson plans. Make a periodic review of teacher's plans. Suggest techniques for improved planning methods. Arrange for a discussion between the teacher and another teacher concerning planning techniques.

B. Assessment and Evaluation Skills

Offer samples or suggestions. Provide samples of grading procedures. Provide gradebooks.

C. Skill in Making Assignments

Provide examples of lesson plans that demonstrate meaningful assignments to all the students. Make supportive suggestions regarding effective out-of-class assignments. Arrange a meeting between the teacher and another teacher.

D. Skill in Developing Good Work-Study Habits

Share techniques that will foster good work-study habits. Arrange a visit to a class where students have produced excellent examples of creative expression. Arrange for conferences with supportive personnel.

Thompson School District
IMPROVEMENT PLAN

Name: _____

Date of setting: _____

Recommended Goal(s) (Directly tied to district performance standards)	Resources	Indicators of Success	Timeline and Target Dates

*Improvement Plan goals will be tied to improving unacceptable performance on the district performance standards and indicators

Professional Development Plans

Aleutians East Borough School District TEACHER DEVELOPMENT PLAN

TO BE DEVELOPED BY THE TEACHER & SUPERVISOR PRIOR TO OCTOBER 1 OF EACH YEAR

Teacher: _____ Position: _____

Site: _____ Date: _____ Supervisor: _____

Section One - Employee's Growth Plan

(if needed, use back of page and number continued paragraph)

1. The main area(s) of my performance in which I plan to develop this year is:

2. The steps I am going to take to achieve this growth are:

3. Resources and/or people who could help me succeed in this plan:

4. Steps my colleagues can take to help me:

Section 2 - Supervisor's comments or suggestions

Section 3 - Acknowledgments

Teacher _____ Date _____

Supervisor _____ Date _____

Superintendent _____ Date _____

NAME	POSITION	DATE
_____	_____	_____

[illegible]

The goals, activities and evaluation measures have been discussed and agreed upon by both employee and supervisor. This document will be used as part of the professional evaluation process for principal-teachers and administrative itinerant staff.

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H. New Teacher Support

The nurturing of new teachers has received considerable scrutiny recently as a result of general attention paid to enhancing the performance of education professionals. Attention to the particular needs of the entering teacher can help overcome many potential performance difficulties before they develop into serious problems. The extension of the period required to attain tenure under AS 14.20 provides additional time for the new teacher to settle into the profession. It behooves both the teacher and the district to use that time well.

What is required?

AS 14.20.149 does not specifically require districts to establish a system of new teacher support. However, it does require districts to observe non-tenured teacher twice a year as opposed to the annual evaluation required for tenured teachers.

What is “best practice”?

Peterson describes well the plight of the teacher new to the profession:

Teaching is an occupation that does not provide much credible feedback to practitioners. Other occupations provide reassurance in terms of repeat customers and staged entry. Beginning teachers expect the feedback provided by college supervisors and cooperating teachers. They expect that there are norms for practice such as those provided by teacher education programs; however, they are not to be found. Instead, they encounter isolation, alienation, and a generally negative environment for collaboration. Rather than staged entry (such as for law clerks or architect or surgical interns), new teachers face the same conditions and problems as 15-year veterans⁵⁷.

He reports that “a number of authors...have studied the needs of beginning teachers. Emerging from this research is a clear picture of how districts can support new teachers, and the extraordinarily positive impact this has on educational systems.”⁵⁸,

Peterson has identified three particular areas in which beginning teachers need support: professional growth, sociological development, and personal. Specific needs in these areas vary from help with classroom discipline to assistance with finding housing. He lists several ways in which districts can meet these needs:

Orientation to tasks and district– which should be staged throughout the year to avoid overwhelming new teachers.

⁵⁷ Peterson, op. cit., p. 224

⁵⁸ Ibid., p. 212

Appropriate job assignment—having beginners teach within their academic preparation and student teaching strengths.

Supportive working conditions—including a desirable room (not shared), sufficient and available materials, protected planning time, limited extra-curricular duties, fewer preparations than assigned veterans, private work-space, released time for discretionary visits or preparation, and small classes of school-successful students.

Inservice education—targeted to specific, local programs that the new teacher uses. It also should include individualized diagnostic inservice for gaps and a gradual blend into the long-term district inservice system.

Mentor systems—which provide guides, consultants, and advocates. Mentors should not be evaluators. They should be given released time, with good substitutes, to carry out their service.

Visitation programs—which cut teacher isolation, give immediately useful ideas, provide models for mundane teacher tasks, and provide reassurance. Good substitutes (the best in the district) are important to encourage beginner participation and enable teachers to leave their classrooms with confidence.

Support groups—which permit beginners to share stories, gain perspective, feel good about their work, cut isolation, and reward each other.⁵⁹

But of primary importance to a new teacher support system, according to Peterson, is an extensive evaluation system which

- provides feedback for self-improvement
- familiarizes new teachers with good evaluation practices and
- creates positive attitudes toward evaluation⁶⁰

Most experts recommend some sort of mentoring program for beginning teachers. TEMP Memo 20, by Haertel, gives a full description of the qualifications and responsibilities of mentors.

She reports that generally, a mentor program involves pairing an experienced classroom teacher or other educator with a beginning teacher or with more experienced teachers who need to improve their performance as indicated by evaluation results or self-referral.

Qualifications of a good mentor as identified by research are

⁵⁹ Ibid. pp. 223-224

⁶⁰ Ibid.

- expertise in the grade and/or content area of the teachers being mentored
- physical proximity to the teachers being mentored so frequent contact between the mentor and protégés is possible
- time available to devote to mentoring
- pedagogical expertise
- extensive content knowledge
- ability to support and nurture others
- ethical obligation to self and others
- ability to initiate and maintain relationships
- capability of establishing confidential relationships that are mutually trusting and respectful
- knowledge about and an understanding of the developmental nature of the teaching profession

Mentors are generally assigned to one or more of the following major areas of responsibility

- helping teachers learn about teaching
- helping teachers feel positive about teaching
- assisting teachers in how to manage their workloads
- encouraging teachers to engage in the school community
- befriending teachers and providing personal support⁶¹

Although the use of mentors is recommended in formative evaluation, particularly with beginning teachers, Haertel warns that “because of the unconditionally supportive role that mentors play in the professional life of their protégés, they should not be involved in the summative evaluation of their performance for personnel decisions”.⁶²

Mentors can also be used to assist new administrators adjust to the position and/or district.

What are some examples of actual new teacher support systems?

Chatham School District reports a teacher support system which links a consulting teacher with teachers new to the system (as well as with experienced teachers needing assistance).

The Chatham system is directed by a five-member Board of Review, composed of three members appointed by the Chatham Teachers’ Association and two appointed by the Superintendent. The Board of Review determines the status of a teacher, based on time with the district and recommendations of a consulting teacher. New teachers and teachers identified as needing improvement are placed on Level 1. A teacher must have

⁶¹ Haertel, Geneva D., *Qualifications, Roles, And Responsibilities Of Assessors, Evaluators, And Mentors In Teacher Evaluation*, TEMP D Memo 20, CREATE

⁶² Ibid.

been with the district for at least one year and show evidence of meeting or exceeding district performance standards before they can be placed at Level 2.

The heart of the Level 1 activity is the consulting teacher who provides the support, advice and guidance necessary to make the teaching experience as successful as possible. Consulting teachers will be identified by the Review Board and given release time from regular classroom duties to work with their consultee. Together, the beginning teacher and the consulting teacher will develop goals based on identified strengths and weakness of the beginning teacher with respect to the performance criteria adopted by the district. The consulting teacher will assist, monitor and assess performance throughout the year. The consulting teacher will recommend employment status (retention/nonretention) to the Review Board, which in turn will recommend employment status to the Superintendent. The Review Board may call consulting teachers before it to explain, annotate and justify their employment status recommendations. The Board also will monitor the work of the consulting teachers.

The following flow chart shows the relationship among the components of the system.

flow chart

State of California
STANDARDS FOR DELIVERY OF
INTEGRATED SUPPORT AND
ASSESSMENT FOR BEGINNING TEACHERS

(Although not an example from district, standards from California's new teacher support effort might be helpful for districts developing a such a system. The California standards can be used by district to assess their new teacher support efforts—both existing and planned—much as the Personnel Evaluation Standards developed by the Joint Committee can be used to assess overall evaluation efforts. The full text of the draft standards is found in the Evaluation Resource Kit. Sections dealing with the content of the support programs are reproduced below.)

Standard 5: Selection of Support Providers/Assessors

Support providers/assessors of new teachers are selected by well-defined, justifiable criteria that are consistent with their assigned responsibilities in the instructional program.

Rationale

Many kinds of educational professionals may serve as support providers/assessors of new teachers. However, persons selected to fill these roles should be selected for their ability to provide or their potential to develop the necessary skills to guide and assist new teachers. Criteria related to this role should be specified and should define and direct the selection process.

Criteria for assessing the program in relation to this standard

The role and specific responsibilities of the experienced teacher are clearly defined.

Selection criteria are consistent with the support provider/assessor's specified role and responsibilities. For example, the experienced teacher should understand the needs of new teachers, be willing to share ideas and materials, be an excellent professional role model, and be approachable and supportive.

Procedures for making selection decisions are clearly specified and consistently followed.

Appropriate input is sought from all stakeholders in the selection process.

New teachers and their support providers/assessors are matched in terms of relevant experience, current assignments, and/or proximity of location. If the match is not productive, alternative arrangements are made.

Assessors, if different than the support provider, are matched with new teachers in terms of experience with the content and student population being taught by new teachers.

Standard 6: Preparation of Support Providers/Assessors for their Responsibilities

Support providers/assessors are well-prepared to assume their responsibilities, and are supported in their efforts to assist new teachers. Preparation includes both development of the skills needed to identify and respond to beginning teacher needs and the development of a collegial community that engages program participants.

Rationale

Excellent teachers are not necessarily prepared to help others develop professionally. The awareness of the diversity of new teacher needs and the ability to structure and provide opportunities that nurture professional growth and development demand different abilities and skills from those required to teach young students in classroom settings. In order for support providers and assessors to successfully fulfill their responsibilities, they need to be prepared for the roles they are assuming and need opportunities to assess and to reflect on their efforts and development.

Criteria for assessing the program in relation to this standard

Formal professional development experiences are provided to assist support providers and assessors with their assigned roles.

Support providers are prepared to use assessment information in planning the delivery of support programs for individual teachers.

Support providers and assessors, if different individuals, are prepared to work together to assess the new teacher's needs and to develop plans to meet those needs.

Professional development for support providers/assessors includes an understanding of new teacher development, provides realistic expectations about new teacher performance, and fosters an understanding of a new teacher's emotional and professional needs.

Support providers/assessors are prepared to work with beginning teachers to develop an individualized induction plan.

A sense of community develops as opportunities are provided for support providers/assessors to engage in professional dialogue and to receive feedback themselves about their work with new teachers.

The program may meet additional criteria specified by local sponsors as appropriate to this standard.

Standard 7: Assessment of Beginning Teacher Performance

To develop an Individualized Induction Plan, an assessor/support provider assesses the performance of each new teacher with one or more complex measures at multiple points during the induction program. Each assessment is based on a set of defined expectations for new teachers in California, and provides a profile of information that is useful in determining the scope, focus and content of professional development.

Rationale

No one measure of teacher performance fully captures the complexity of teaching in today's schools, suggesting that multiple measures be employed at appropriate points during the teacher's introduction to the profession. Assessments of each individual teacher's strengths and areas for needed growth will help to target support services where they are most needed. Ongoing, developmentally-appropriate assessments will allow the teacher to demonstrate professional competence and will point the teacher toward professional development goals to pursue during and following the induction program.

Criteria for assessing the program in relation to this standard

The Draft Framework of Knowledge, Skills, and Abilities of Beginning Teachers forms the basis of expectations for beginning teacher assessments.

Assessment methods used assess teaching competence authentically and recognize the complexity and diversity of teaching.

The psychometric characteristics of formal assessment instruments used accurately reflect the teacher's competencies and validly measure the domains being assessed.

Persons conducting new teacher assessments are well-qualified to do so with respect to training and demonstrated teaching competence.

Administration of the assessment instrument/system is relatively cost-effective.

Assessment information is collected and interpreted in ways that contribute to the development of an individualized induction plan.

Informal assessments of new teacher performance are conducted on an ongoing basis.

Assessments establish readiness and opportunities to reflect on career-long professional growth and development goals.

The program may meet additional criteria specified by local sponsors as appropriate to this standard.

Standard 8: Development and use of the Individualized Induction Plan

As part of the induction program, the support provider/assessor collaborates with the new teacher in the development and implementation of an Individualized Induction Plan (IIP) that supports the professional growth of the beginning teacher. IIPs are based in part on formative assessment results, and are reconsidered and revised according to emerging needs. IIPs primarily address the unique needs of individual teachers, and may include common topics and activities for all participants in the program.

Rationale

The individualized induction plan forms the essential linkage between the assessments of beginning teacher performance and the plans to help new teachers develop professional competence. This plan builds on each teacher's assessed needs and outlines specific plans for facilitating each new teacher's growth and development.

Criteria for assessing the program In relation to this standard

An experienced colleague helps the new teacher develop the Individualized Induction Plan that builds on both formal and informal assessments of teacher performance.

The plan includes individual performance goals, outlines specific strategies for achieving those goals, and documents the teacher's progress in meeting the established goals.

The goals established for new teacher development are consistent with the expectations for teacher performance outlined in the Draft Framework of Knowledge, Skills, and Abilities for Beginning Teachers.

The individualized induction plan outlines the individual assistance and the professional development opportunities that will be made available to the beginning teacher to address the established performance goals.

An experienced colleague helps the new teacher reflect on progress in meeting the professional development goals established in the individualized induction plan.

The program presents evidence of commitment to the process of Individualized Induction Planning by assuring that every beginning teacher prepares a growth plan, pursues the objectives set forth in that plan and revises the plan as new professional development objectives are identified.

The program may meet additional criteria specified by local sponsors as appropriate to this standard.

Standard 9: Provision of Individualized Assistance and Support by Experienced Teachers

Support activities provided by experienced colleagues are designed to be appropriate to new teachers' individual needs, are reflected in the Individualized Induction Plan, and are provided in a manner that facilitates new teacher growth and development. Support activities are planned so new teachers can meet professional performance expectations. New assessment information is used periodically to monitor development and adjust support activities.

Rationale

Mentoring and advice from more experienced colleagues can be a powerful means of providing support and assistance to new teachers. Making the knowledge and skills of experienced teachers available to new teachers involves careful planning so that the time spent working together can be useful and productive. The individualized induction plan should outline the ways in which experienced teachers and new teachers will work together to promote growth.

Criteria for assessing the program in relation to this standard

An experienced colleague provides support and assistance to each new teacher on a regular basis.

Experienced teachers are given time and a designated responsibility to work with an appropriate number of beginning teachers.

The experienced teacher assists the beginning teacher in developing an individual induction plan based on information gathered in formative assessments.

The experienced teacher assists the new teacher in establishing goals that are consistent with the Draft Framework of Knowledge, Skills, and Abilities for Beginning Teachers.

The areas of performance in which a new teacher is assisted are determined by that new teacher's assessed needs and concerns and are appropriate to the new teacher's developmental stage.

Experienced teachers assist beginning teachers with a variety of teaching tasks, such as preparing instructional plans, reviewing and selecting curriculum materials, facilitating instructional activities, analyzing student progress, and preparing for parent conferences.

Experienced teachers and beginning teachers have opportunities to observe one another teach, reflect on instructional practices, and share professional development activities.

A monitoring system is established to ensure that support providers and/or assessors are available to assist beginning teachers.

Experienced teachers are recognized and rewarded for their work with beginning teachers.

Standard 10: Provisions for Support Providers/Assessors, and New Teachers to Work Together

New teachers are provided with an integrated. system of support and assessment. New teachers and their support providers/assessors are given time and opportunity to work together on a regular, ongoing basis. Assessors, if they are different than support providers, are provided time to work with new teachers and their support providers as appropriate.

Rationale

The one-on-one relationship between new teachers and their support providers/assessors, are most effective when time is provided to work together on a regular, ongoing basis. Proximity of location also helps to facilitate opportunities to meet and share information, advice, experience, and reflective feedback.

Criteria for evaluating the program in relation to this standard

Formal, sanctioned time in the form of released time, reduced teaching loads, or joint planning periods, is provided for new teachers and support providers/assessors to work together.

Realistic expectations are established about how often new teachers and their support providers/assessors will meet; and will vary according to individual needs.

Meetings between new teachers and support providers/assessors are planned to minimize the disruption of student instructional time.

Beginning teachers work with experienced teachers in a variety of ways, such as preparing curricular and instructional plans, selecting and using instructional materials, observing one another teach, reflecting jointly on practice, reviewing student work, and attending professional development activities together.

The program establishes a closely linked assessment and support process that guides the development of teaching expertise by facilitating and documenting an effective working relationship between new teachers and their support providers/assessors.

Feedback about the joint work of beginning teachers, support providers/assessors is sought in formal and informal ways.

The program may meet additional criteria specified by local sponsors as appropriate to this standard.

Standard 11: Design and Content of Professional Development Activities for New Teachers

Professional development activities are based on a set of defined expectations for new teachers in California, are reflective of local curricular priorities, are responsive to individual teacher needs and concerns, and are derived in part from formative assessment information.

Rationale

Teacher development should be guided by a common set of expectations embodying expertise, competence, and performance, yet reflective of individual needs and responsive to local priorities. A variety of professional development experiences, such as special beginning-of-the school year orientation meetings, seminar or workshops held throughout the school year, university courses and professional conferences, have been found to be useful for beginning teachers. Formal learning experiences need to be designed, presented and reinforced with follow-up experiences so that teachers will find the learning experience to be helpful and relevant to their own individual assessed needs. These experiences should not add to the burdens of beginning teaching, but should instead assist teachers in improving and enhancing their classroom performance.

Criteria for assessing the program in relation to this standard

Consideration is given to the new teacher's workload in planning the time, place and frequency of professional development experiences.

Persons selected to provide professional development opportunities are well-qualified to do so and understand the needs of new teachers.

Provisions are made to assure that all new teachers take part in professional development activities geared to their own specific assessed needs and leading them to competent performance in the school and classroom.

Professional development opportunities are shaped by information gained from new teacher assessments.

Professional development opportunities are presented and supported through a variety of strategies that have been found to be effective in working with new teachers, such as peer coaching, observations, teaching demonstrations, and interactive journals.

The experienced teachers and new teachers participate jointly in appropriate professional development experiences.⁶³

⁶³ California Department of Education and the Commission on Teacher Credentialing, *Draft Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs*, September 1996

Where can I get more information?

Peterson's *Teacher Evaluation* gives a detailed analysis of new teacher hire, support and evaluation. Personnel from the Chatham School District can provide information about their system. TEMP Memo 20 on mentoring is included in the CD-ROM accompanying this *Handbook*.

I. Community Involvement

What is required?

State statute requires school boards to “consider information from students, parents, [and] community members... in the design and periodic review of the district's certificated employee evaluation system” [AS 14.20.149(a)] and to “provide an opportunity for students, parents, [and] community members...to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator” [AS14.20.146(b)(7)].

What is “best practice”?

While evaluation professionals have identified ways in which students and parents can (and should) be involved in the district's professional personnel evaluation program, little attention has been paid to involving members of the broader community. Yet, the community as a whole is a stakeholder in the process.

Strike, in a *Bill of Rights for Teacher Evaluation*, identifies the rights of the general public

1. Parents and the members of the community have a right to expect that the educational welfare of children will be the paramount concern to any system of teacher evaluation.
2. Parents and the members of the community have the right to expect that their children will be taught by competent people.
3. Parents and the members of the community have the right to expect that the competence of teachers will be assessed on a regular basis and in a fair and functional way.
4. Parents and the members of the community have the right to expect that evaluation will be acted on in a way that improves the education of their children and protects their children against maliciousness or incompetence.
5. Parents and members of the community, have the right to have their concerns and complaints fairly considered.
6. Parents and the members of the community have the right to have teachers evaluated according to publicly-known standards and by publicly-known practices.⁶⁴

These rights may suggest to districts ways in which the community could be involved in the evaluation system.

What are some examples of actual activities to involve community members in the design and implementation of the evaluation system?

⁶⁴ quoted in Peterson, *Teacher Evaluation*, p. 217

Several districts collect information from local advisory or community school committees, particularly in administrator evaluation . These districts were identified earlier in this section. No district reported systematically involving the general community.

However, Chatham School District has surveyed its community members to ask for input in meeting the requirements of HB 465. Survey responses are being analyzed by a team composed of one each of the following: student, parent, teacher and administrator. The team is drafting a community/student teacher evaluation component for the district.

Another way of getting input into the design would be to have representation from the community (in addition to parents and students) on the design team.

Chatham School District
COMMUNITY/STUDENT TEACHER EVALUATION SURVEY

Our district needs to include community input in the evaluation of our teachers. The purpose of this survey is to determine how students, parents and other community members could best contribute to teacher evaluations. With that in mind, please respond to the following questions. Attach additional paper if you need more space. Any comments you may have would be welcomed and appreciated. Please return this survey to your site administrator before December 13.

School: _____

I am a: Student _____ Parent _____ Teacher _____ Other _____

1. In what areas would you like to be able to evaluate teachers?
2. How would you recommend being able to evaluate teachers in the areas you identified in question 1? In other words, what methods would you use to evaluate the teachers in those areas? For example, if community relations was one identified area then perhaps determining if teachers write parent newsletters, conduct parent-teacher meetings, facilitate extra-curricular activities and attend ASB meetings could be included as methods of evaluation.
3. What would indicate how well a teacher is doing in each of the areas you identified in question 1? For example, if community relations was one identified area then perhaps the frequency and quality of parent newsletters sent home could be an indicator of how well the teachers are doing in community relations.
4. How much weight do you think should be placed on community/student input in relation to the overall teacher's evaluation?

Where can I get more information?

Chatham School District staff can indicate how successful the survey was in obtaining information on design. No other sources of information in state or nationally were retrieved concerning broad community involvement in the design and implementation of district personnel evaluation systems.

Inservice Training

State statute requires two types of training for school district personnel:

AS 14.20. 149(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator and *has completed training in the use of the school district's teacher evaluation system* (emphasis added).

(d) Once each school year, a school district shall offer *in-service training to the certificated employees who are subject to the evaluation system*. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

Although districts are free to design their own training, several alternative scenarios are provided here to assist districts in their planning.

A. Evaluator Training

Research has established several areas in which persons designated to evaluate school professionals should have knowledge and expertise. Haertel, in the TEMP Memo quoted above, lists five critical qualifications:

- thorough knowledge and understanding of the school district's teacher evaluation policies and procedures
- familiarity with the background and context of the schools in which teachers are to be evaluated
- familiarity with the subject matter, grade level, and student populations that teachers are expected to instruct
- awareness of the purpose of the evaluation, the criteria covered by the teacher evaluation system, the domains and indicators for the criteria, and the standards of performance upon which teachers are to be evaluated
- understanding of basic evaluation and assessment concepts, including the importance of standardized procedures, accurate and reliable data, valid interpretations, objectivity and fairness, and timely reporting of results

Most of the literature on school personnel evaluation recommends that the person or groups charged with collecting the information (observers, assessors) not be the person who will be called upon to make the evaluative judgment concerning employment status. Experts suggest that if the school administrator is called upon to assume both roles, as

he/she is under Alaska law, then the administrator must also be able to perform the following technical functions:

- adhere to standardized procedures for such methods as interviews and observations
- gather information about the teacher's performance; obtaining relevant data from several sources; and, in some cases, performing operations (e.g., tabulating survey results) to summarize them
- describe and summarize data from classroom observations, interviews, and portfolios

Two alternative training session formats which cover (at least generally) these topics follow. It is suggested that for the first year the full-day format be seriously considered. The proposed formats rely heavily on district staff to present and explain the system. Preferably, the presentations will involve both representatives of the group responsible for developing the system and those district staff who will be responsible for monitoring the system. If consultants are used, they should be used for the purpose of training in technical processes and details.

Evaluator Training Sample Agenda
Full-Day Session

8:30 a.m.	<p>Welcome and Opening Remarks</p> <ul style="list-style-type: none"> • School district's commitment to quality evaluation • Importance of good evaluation to the district's program improvement goals and the state's quality initiative • Brief overview of HB 465 requirements, district design process, district design team, school board action 	District Superintendent
9:00	<p>District evaluation system philosophy and foundation:</p> <ul style="list-style-type: none"> • state content and district performance standards • performance criteria 	District Design Team member/Evaluation administrator
10:15	<p>District Evaluation System components/data sources</p> <ul style="list-style-type: none"> • observation • student information • parent information • community information • peer information • plan for improvement 	District Design Team member/Evaluation administrator
11:00	<p>District Evaluation System mechanics</p> <ul style="list-style-type: none"> • forms • timelines • data flow • data reporting • data security 	Evaluation administrator
12:00 p.m.	Lunch Break	
1:00	<p>Implementing the system</p> <ul style="list-style-type: none"> • detailed walk-through of forms/ procedures 	Evaluation administrator/consultant
1:45	Hands-on exercise in observation using small groups with video simulation	Evaluation administrator/consultant
2:45	<p>Sharing small group results</p> <ul style="list-style-type: none"> • problems encountered • ideas that work 	Participants
3:15	How to interpret and report results of student/parent and community surveys	Evaluation administrator/consultant

4:00	Next steps <ul style="list-style-type: none"> • additional training needs • resources available/needed • how to get help, if necessary 	Participants
4:30	Adjourn	

Evaluator Training Sample Agenda
Half-Day Session

(If district's cannot devote a full day to evaluator training, the above material may be condensed into a half-day program. Less than a half day session is not recommended for evaluators, at least for the initial year.)

8:30 a.m.	Welcome and Opening Remarks <ul style="list-style-type: none">Brief overview of HB 465 requirements, district design process, district design team, school board action	District Superintendent
8:45	District evaluation system philosophy and foundation: <ul style="list-style-type: none">state content and district performance standardsperformance criteria	District Design Team member/Evaluation administrator
9:30	District Evaluation System components/data sources <ul style="list-style-type: none">observationstudent informationparent informationcommunity informationpeer informationimprovement plans	District Design Team member/Evaluation administrator
10:30	District Evaluation System mechanics <ul style="list-style-type: none">formstimelinesdata flowdata reportingdata security	Evaluation administrator
11:00	Implementing the system <ul style="list-style-type: none">detailed walk-through of forms/procedures	Evaluation administrator/consultant
12:30	Adjourn	

B. Evaluatee Training

At the very least, persons who are to be evaluated under the district's system need to have a thorough understanding of what the system is, how and by whom it was developed, and how it will function. In addition, if the evaluatees will be asked to assume more responsibility for their own evaluation and that of others (for example, peer or self evaluation, portfolio or dossier development), they must be given the appropriate tools to function effectively. Research suggests that a first level training needs to provide clear and explicit information to evaluatees on the criteria, procedures and precedents of the system. As evaluatees assume more responsibility, Peterson has identified additional inservice needs:

Without inservice training...on topics of sampling and statistical analysis, teachers lack the tools and confidence to take initiative. They are less able to make decisions for which they take responsibility. The knowledge of teachers needed to design and complete good teacher evaluation is considerable and should be built over a period of years. This not only strengthens teacher work on their own evaluation but it becomes a resource for the district as the collective teacher wisdom and experience accumulate...One justification for inservice work in teacher evaluation topics is the transfer to classroom teaching practice. Ideas about teacher performance assessment and authentic evaluation directly apply to student learning and assessment. For example, the dossiers of teachers have a parallel in student portfolios. The ideas of data gathering and presentation are important in student work. principles of sampling, evidence, and documentation serve teachers well as they plan student curriculum.⁶⁵

He cites the findings of Berman and McLaughlin on designing effective teacher inservice on evaluation. Their findings are for districts to include (a) concrete, teacher-specific, ongoing advice; (b) assistance on individual teacher evaluations; (c) visits and observations of successful evaluation programs in other locations; (d) regular meetings on teacher evaluation progress; (e) teacher participation in evaluation program decisions; (f) local development of evaluation materials; and (g) inclusion of administrators in training.

Three alternative formats are provided for the initial evaluatee training: two hour block in a longer in-service session; a half-day session and a full day session. As districts conduct the training in future years, they are encouraged to follow the above suggestions and include specific, technical training which teachers can use in evaluating themselves and others.

⁶⁵ Peterson, op. cit, pp. 247-48

Evaluatee Training Sample Agenda
Two hour block

10 minutes	<p>Welcome and Opening Remarks</p> <ul style="list-style-type: none"> • Brief overview of HB 465 requirements, district design process, district design team, school board action 	District Superintendent
30 minutes	<p>District evaluation system philosophy and foundation:</p> <ul style="list-style-type: none"> • state content and district performance standards • performance criteria 	District Design Team member/Evaluation administrator
30 minutes	<p>District Evaluation System components/data sources</p> <ul style="list-style-type: none"> • observation • student information • parent information • community information • peer information • improvement plans 	District Design Team member/Evaluation administrator
20 minutes	<p>District Evaluation System mechanics</p> <ul style="list-style-type: none"> • forms • timelines • data flow • data reporting • data security 	Evaluation administrator
30 minutes	<ul style="list-style-type: none"> • participant questions/concerns • identification of additional training/information needs 	Participants

Evaluatee Training Sample Agenda
Half-day

8:30 a.m.	Welcome and Opening Remarks <ul style="list-style-type: none">• Brief overview of HB 465 requirements, district design process, district design team, school board action	District Superintendent
8:45	District evaluation system philosophy and foundation: <ul style="list-style-type: none">• state content and district performance standards• performance criteria	District Design Team member/Evaluation administrator
9:15	District Evaluation System components/data sources <ul style="list-style-type: none">• observation• student information• parent information• community information• peer information• improvement plans	District Design Team member/Evaluation administrator
10:00	District Evaluation System mechanics <ul style="list-style-type: none">• forms• timelines• data flow• data reporting• data security	Evaluation administrator
10:30	Implementing the System <ul style="list-style-type: none">• detailed walk-through of forms, with specific discussion of evaluatee rights and responsibilities	Evaluation administrator
11:30	Evaluatee questions/concerns	
12:00	Adjourn	

Evaluatee Training Sample Agenda
Full Day Session

8:30 a.m.	<p>Welcome and Opening Remarks</p> <ul style="list-style-type: none"> • School district's commitment to quality evaluation • Importance of good evaluation to the district's program improvement goals and the state's quality initiative • Brief overview of HB 465 requirements, district design process, district design team, school board action 	District Superintendent
9:00	<p>District evaluation system philosophy and foundation:</p> <ul style="list-style-type: none"> • state content and district performance standards • performance criteria 	District Design Team member/Evaluation administrator
9:45	<p>District Evaluation System components/data sources</p> <ul style="list-style-type: none"> • observation • student information • parent information • community information • peer information • improvement plans 	District Design Team member/Evaluation administrator
10:30	<p>District Evaluation System mechanics</p> <ul style="list-style-type: none"> • forms • timelines • data flow • data reporting • data security 	Evaluation administrator
11:00	<p>Implementing the System</p> <ul style="list-style-type: none"> • detailed walk-through of forms, with specific discussion of evaluatee rights and responsibilities 	Evaluation administrator
12:00	Lunch Break	
1:00	<p>Obtaining and Using Student/Parent Information</p> <ul style="list-style-type: none"> • what makes a good instrument • what is a valid sample • how can the results be interpreted 	Evaluation administrator/consultant
1:30	<p>Student Survey Case Study</p> <p>Small group exercise</p>	Evaluation administrator/consultant

2:15	Sharing small group results <ul style="list-style-type: none"> • problems encountered • ideas that work 	Participants
2:45	Using student/parent information to write a self-improvement plan	Evaluation administrator/ consultant
4:00	Next steps <ul style="list-style-type: none"> • additional training needs • resources available/needed 	Participants
4:30	Adjourn	

Resources

A. People

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John Stewart, Assistant Superintendent
Randy Zila, Director, Human Resources
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CREATE Staff:

Arlen Gullickson, Chief of Staff at CREATE, has indicated to the Department of Education that the Center would be willing to provide the following types of service to Alaska school districts, should interest warrant:

Discussion Groups. A ListServ or Bulletin Board system to make it possible for educators to raise and discuss issues pertinent to them as they develop their evaluation systems. One or more Evaluation Center staff members could monitor and participate in these discussions to raise questions, offer information and generally ensure that people and schools proceed in positive ways to address issues confronting them.

Ask the Expert. This could be an e-mail link where individuals can raise questions directly with Evaluation Center staff and receive an individual response. When necessary, Center staff can conduct research on the topic or issue prior to responding.

Website. A website can provide bibliographical information; assistance in locating, evaluating, and sharing instruments and evaluation procedures; and links to other pertinent web resources.

On-site Instruction. Center staff could provide workshop instruction (e.g., on the personnel evaluation standards) at conferences or meetings during the year. Workshops could also be developed in a "trainer of trainers" tradition so that those who participate could work under guidance from Center staff to develop their knowledge and skills and then provide direct instruction and support locally.

In-State:

Staff from the districts which submitted information on their evaluation systems to the Department of Education are willing to answer questions concerning their processes and forms.

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B. Information

Kenneth D. Peterson's *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices*, is an excellent resource for districts as they develop evaluation systems. The guide is available for \$29.95 from:

Corwin Press, Inc.
2455 Tellen Road
Thousand Oaks, CA 91320-2218

Another excellent source of information on evaluation is CREATE, which describes itself as follows:

ABOUT CREATE

On November 1, 1990, the national research and development center known as CREATE (Center for Research on Educational Accountability and Teacher Evaluation) was established with funding from the U.S. Department of Education, Office of Educational Research and Improvement (OERI).

CREATE's federal mandate calls for it to be the focal point for U.S. efforts to improve measurement criteria, instruments, and procedures for evaluating the performance of teachers, administrators, support personnel, and programs in both public and private schools, as well as for evaluating the schools themselves. Consistent with this intent, CREATE has a strong field orientation.

CREATE is a component of The Evaluation Center, housed at Western Michigan University's Office of the Vice President for Research. The Evaluation Center was established at The Ohio State University in 1965 and moved to Western Michigan University in 1973. Its long-standing mission is to advance the theory and practice of evaluation. Since 1975, the Center has been the home base of the national joint committee that sets professional standards for evaluation practices in education. The committee has issued professional standards for evaluations of both programs and personnel and is the only group in education to be accredited by the American National Standards Institute.

Virtually all of CREATE's projects are focused on assessing and addressing the needs of U.S. schools. Current CREATE projects include development of prototype models of evaluation of

- teachers based on evaluation of extant models of teacher evaluation
- administrators and support personnel
- total school programs

as well as an analysis of cross-cutting issues in the theory and practice of educational evaluation, and a comprehensive program to disseminate CREATE information.

CREATE is attempting to help public and private schools in all 50 states and the District of Columbia

- assess their evaluation strengths and needs
- identify the best practices that now exist; improve upon them where possible
- develop some new and better approaches; and
- train educators, school board members, and other interested stakeholders to use valid evaluation methods to improve professional services in the schools.

CREATE publications can be accessed by several means:

1. Full-text of many documents, including all of the memos written as part of the Teacher Evaluation Models Project (TEMP) is found on the CD-ROM accompanying this *Handbook*. To access the documents, open the Netscape index in the CREATE folder on the CD and choose Option 3: *A database of full-text CREATE materials on teacher evaluation (and other types of educational evaluation)*.
2. All back issues of *Education Perspectives*, the CREATE newsletter, can be accessed through the Center's Website at the following Internet address:

<http://www.wmich.edu/centers.html>

The Website also gives access to ERIC and U.S. Department of Education resources on evaluation.

3. Materials can be purchased directly from CREATE. Materials can be ordered on-line from the above Website or through the regular mail.

The following are the most commonly-requested CREATE titles (in addition to those contained in the CD-ROM Teacher Evaluation Kit):

Teacher Self-Evaluation: The Literature in Perspective. Airasian, P. W., Gullickson, A. R., Hahn, L., & Farland, D. (1995). \$20

This literature review provides a comprehensive perspective of self-evaluation efforts, understanding of issues that have emerged regarding the efficacy of self-evaluation, and an analysis of current self-evaluation efforts as well as of barriers to self-evaluation

Handbook for Developing a Teacher Performance Evaluation Manual: A Metamanual. Farland, D. S., & Gullickson, A. R. (1996). \$20

This is a how-to manual for those responsible for or interested in analysis, development, and implementation of teacher evaluation systems. An example of each manual section is given, plus discussion of each; analysis against The Personnel Evaluation Standards; and supplemental resources

A Consumer Report on School Report Cards. Jaeger, R. M., Gorney, B., Johnson, R., Putnam, S. E., & Williamson, G. (1994). \$10

This report is designed to assist public school officials to learn how to better construct school report cards and to help parents learn what to demand in reports on schools their children attend.

The Nation's Schools Report to the Public: An Analysis of School Report Cards. Jaeger, R. M., Johnson, R., & Gorney, B. (1993). \$20

Designing and Developing Effective School Report Cards: A Research Synthesis. Jaeger, R. M., Gorney, B., Johnson, R., Putnam, S. E., & Williamson, G. (1994). \$30

This is an extensive review and synthesis of the research related to school report cards.

A Model for School Evaluation. Sanders, J. R., Horn, J. G., Thomas, R. A., Tuckett, D.M., and Yang, H. (1995). \$20

This publication provides a research foundation for school evaluation and then a model and detailed procedures for conducting the evaluation.

To purchase, contact

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CREATE also has identified A “Short Shelf” of key works on personnel evaluation. The full annotated bibliography, together with publishers’ addresses, is found in TEMP Memo 9 in the *Teacher Evaluation Kit* CD-ROM.

Short Shelf Titles: (Titles with a asterisk are included in the Evaluation Resource Kit available from the Department of Education; titles with ED numbers can be accessed through ERIC)

Bickers, Patrick M. (1988). *Teacher Evaluation: Practices and Procedures*. Arlington, VA: Educational Research Service. (ED 304 740)

Bridges, Edwin, with Groves, Barry. (1990). *Managing the Incompetent Teacher* (2nd ed.). Eugene, OR: University of Oregon, ERIC Clearinghouse on Educational Management. (ED 320 195)

Duke, Daniel L., & Stiggins, Richard J. (1986). *Teacher Evaluation: Five Keys to Growth*. Washington, DC: American Association of School Administrators; National Association of Elementary School Principals; National Association of Secondary School Principals; and National Education Association. (ED 275 069)

Eder, Robert W., & Ferris, Gerald R. (Eds.). (1989). *The Employment Interview: Theory, Research, And Practice*. Newbury Park, CA: Sage Publications, Inc.

*Joint Committee on Standards for Educational Evaluation. (1988). *The Personnel Evaluation Standards: How to Assess Systems for Evaluating Educators*. Newbury Park, CA: Sage Publications, Inc.

Millman, Jason, & Darling-Hammond, Linda. (Eds.). (1990). *The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers*. Newbury Park, CA: Sage Publications, Inc.

Mitchell, James V., Jr., Wise, Steven L., & Plake, Barbara A. (Eds.). (1990). *Assessment of Teaching: Purposes, Practices, and Implications for the Profession*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., Publishers.

Schwab, Richard L. (Ed.). (1990). *Research-Based Teacher Evaluation: A Special Issue of the Journal of Personnel Evaluation In Education*. Boston, MA: Kluwer Academic Publishers.

Stanley, Sarah J., & Popham, W. James. (Eds.). (1988). *Teacher Evaluation: Six Prescriptions for Success*. Alexandria, VA: Association for Supervision and Curriculum Development. (ED 299 683)

Anderson, Mark E. (1991). *Principals: How to Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools*. Eugene, OR: University of Oregon, ERIC Clearinghouse on Educational Management.

Scriven, Michael. (1991). *Evaluation Thesaurus* (4th ed.). Newbury Park, CA: Sage Publications, Inc.

*Stronge, James H., & Helm, Virginia M. (1991). *Evaluating Professional Support Personnel in Education*. Newbury Park, CA: Sage Publications, Inc.

Wheeler, Patricia, Haertel, Geneva D., & Scriven, Michael. (1992). *Teacher Evaluation Glossary*. Kalamazoo, MI: Western Michigan University, The Evaluation Center.